

République du Niger  
Ministère de l'Education Nationale

-I.N.D.R.A.P.

# ETIS English for the Sahel Third Year

AMADOU, WOULD YOU LIKE  
TO COME TO MY PARTY ?

I'D LOVE  
TO !



HATIER

République du Niger  
Ministère de l'Éducation Nationale  
Institut National de Documentation, de Recherche, et  
d'Animation Pédagogiques

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# English for the Sahel

Third Year

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## AVANT-PROPOS

*English for the Sahel* est une série de manuels d'anglais du premier cycle, qui tente de répondre au souci d'adapter l'enseignement de l'anglais comme langue étrangère aux réalités du Sahel en général, et du Niger en particulier.

C'est un ouvrage original, conçu, écrit, illustré, et réalisé par une équipe de professeurs nigériens et américains supervisés par un consultant venu des Etats-Unis. Par la présentation et les options pédagogiques qui ont présidé à son élaboration, *English for the Sahel* s'inscrit dans la lignée des méthodes actuelles d'enseignement des langues étrangères.

Nous espérons que cet ouvrage aidera le professeur dans sa tâche quotidienne, qu'il plaira aux élèves et qu'il leur permettra de progresser dans un effort cohérent et joyeux.

Amadou Hamidou  
Directeur de l'Enseignement Secondaire  
MEN

### Acknowledgements

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# CHAPTER ONE

## The Naming Ceremony

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In the village of Juffure, West Africa, Omoro and Binta have a baby boy, just eight days old. According to tradition, a first-born boy brings the special blessings of Allah upon the parents.



By an ancient custom, the father must choose the name for his son. His people, the Mandinkas, have a belief about names: They name each child after a person or thing. The newborn child must have seven of the qualities of that person or thing in order to receive its name.

Traditionally, the naming ceremony is on the eighth day after the baby's birth. On this day, the new son will become a member of his tribe, and all day long, the people of the village will eat and dance. Since the birth of his son eight days ago, Omoro has visited every house in Juffure and has invited each family to the naming ceremony of the newborn child.

The eighth day has arrived, and the villagers have gathered in the early morning in front of Omoro and Binta's hut. The women of both families have brought sweet cakes and calabashes of milk. Karamo Silla has come with his *tom-tom* drum. He knows the history of Omoro and Binta's forefathers by heart.

The barber has come and shaved off a small patch of the baby's hair. The marabout has prayed over the infant, asking Allah to grant him long life and success in bringing many children to his family. The marabout has also asked Allah to give the baby the strength to bring honor to the name that he is going to receive. Now, Omoro is lifting the infant up and whispering three times into his son's ear. The people in the compound overhear the name that he has chosen for his son. It is the first time that the people have heard the name of the baby. The Mandinkas think that each baby should be the first to hear his or her name.





Now Omoro is whispering the name into Binta's ear. "The first child of Omoro and Binta is named Kunta!" cries out one of the guests. Everyone applauds loudly to welcome the new baby's name. Little by little, Omoro's compound fills with friends and relatives.

Adapted from *Roots* by Alex Haley  
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### **Exercise 1-1: Answering Questions on the Text**

Answer the questions in complete sentences.

1. What do Omoro and Binta's ancestors say about a first-born boy? ■ 2. Who is responsible for the choice of the new baby's name: the father or the mother? ■ 3. Does a name represent anything special to the person who receives it? If so, what? ■ 4. When does the child become a member of the tribe?
5. Do you think having many children brings success to a family? Why or why not?
- 6. What is the role of the marabout in a naming ceremony? ■ 7. Have you ever heard of Kunta Kinte? What do you know about him? ■ 8. Is the naming ceremony in the text different from naming ceremonies here? If so, how? ■ 9. Describe the last naming ceremony that you went to. ■ 10. Are naming ceremonies in big towns different from those in small villages?

### **Exercise 1-2: Making Questions About the Text**

Make questions for these answers.

1. In West Africa. ■ 2. A person or a thing. ■ 3. On the day of the naming ceremony.
- 4. Since the birth of his son. ■ 5. The women of both families have. ■ 6. Karamo Silla does.
- 7. Long life and success in bringing many children to his family. ■ 8. The name he has chosen for him. ■ 9. The baby should. ■ 10. A guest does. ■ 11. No, it is full of people.

## **Vocabulary**

ancient  
to applaud

birth  
a blessing

a cake  
by heart

to shave  
a success

sweet  
to whisper

### **Exercise 1-3: Practicing the New Vocabulary**

Replace each (X) using the words or expressions above. Do not repeat any word or expression.

**Example:** The mosque in Djenné is very (X). People have prayed there for many years.  
*The mosque in Djenné is very ancient. People have prayed there for many years.*

1. Every baby is a (X) from God. ■ 2. The (X) of a baby is important for a family. ■ 3. Many Moslem men (X) their heads. ■ 4. Alio got 13 over 20 on his French exam; that was a big (X) for him. ■ 5. The people all (X) after the song. ■ 6. The tea is (X) because it has sugar in it. ■ 7. That (X) has a lot of sugar in it. ■ 8. They know the song (X). They can sing it without looking at the words. ■ 9. The students sometimes (X) in the class, but the teacher can hear them.

# ■ Pronunciation

## Past Participles of Regular Verbs

We spell and pronounce the past participles of regular verbs the same as the past form.

/d/

planned the party  
prepared the food  
watered the garden  
explained the problem  
cleaned the house  
entered the room  
bathed the baby  
killed the sheep  
married Jenifer

/ɪd/

visited Fatima  
painted the house  
weeded the garden  
planted the tree  
hunted the lion  
decided what to do  
invited Mamadou  
started working  
completed the exercise

/t/

fixed the door  
cooked the chicken  
asked for directions  
stopped working  
kicked the ball  
talked with Mamadou  
walked to the market  
danced with Nana  
washed the shirt

### Exercise 1-4: Pronunciation of Past Participles

Do this question-answer exercise with your classmate. Student 2 must use pronouns in the answer, and pronounce the past participle correctly.

Student 1: When is Alio going to \_\_\_\_\_?

Student 2: What do you mean? He's just \_\_\_\_\_

Examples:

- a. Student 1: *When is Alio going to prepare the food?*  
Student 2: *What do you mean? He's just prepared it.*
- b. Student 1: *When is Alio going to talk with Mamadou?*  
Student 2: *What do you mean? He's just talked with him.*

# ■ Function

## Invitations with *Would You...* and *Can You...*

### Examples

a.



Djibo: Hello, Amadou. Hello, Gambo.

Amadou: Hello, Djibo.

Gambo: Hello, Djibo.

Djibo: I'm giving a party next Friday.  
**Would you like to come?**

Gambo: **Oh, thank you**, Djibo, I'd love to, but I can't. I'm planning to go to my village that day.

Djibo: Oh, that's too bad. We'll miss you. What about you, Amadou?  
**Can you come?**

Amadou: **Yes, thank you.**

Djibo: Okay, Gambo, have a good trip.  
See you on Friday, Amadou.

b. Souley: Mani, can you come and play football with us?

Mani: Sure.

### Exercise 1-5: Inviting and Replying to an Invitation

Student 1 invites Student 2 using the words given. Student 2 accepts or turns down the invitation.

Examples: a. see my father's garden

Student 1: Would you like to see my father's garden?

Student 2: I'd love to.

b. go to the movies

Student 1: Can you go to the movies tonight?

Student 2: Oh, thanks, but I can't. I'm planning to do some homework tonight.

1. go to the new market ■ 2. come and watch TV ■ 3. come to my house ■ 4. have a drink

■ 5. see my photo-album ■ 6. go to the museum ■ 7. go to a naming ceremony

## Expansion \_\_\_\_\_

### Two-Word Verbs

#### Non-Separable Two-Word Verbs

Examples a. The students **stood up** when the director entered.

(*Les élèves se levèrent lorsque le directeur entra.*)

b. Omoro has **called on** every family in the village.

(*Omoro a rendu visite à chaque famille du village.*)

c. At nine o'clock he is already **thinking about** lunch.

(*A neuf heures, déjà il pense au déjeuner.*)

#### Explanation:

The expressions *stand up*, *call on*, and *think about* are two-word verbs. We call them **non-separable** two-word verbs because we must keep the two words together. For example:

d. He is **thinking about** lunch.

He is **thinking about** it.

#### Non-Separable Two-Word Verbs

call on	( <i>rendre visite à</i> ):	You promised to <b>call on</b> me yesterday, didn't you?
come across	( <i>rencontrer par hasard</i> ):	I <b>came across</b> an old friend last month.
get on	( <i>entrer/monter</i> ):	You can't <b>get on</b> that bus without money.
get off	( <i>descendre de</i> ):	Look at that man <b>getting off</b> the plane!
get up	( <i>se lever</i> ):	She <b>gets up</b> at six o'clock every day.
listen to	( <i>écouter</i> ):	<b>Listen to</b> your teacher!
look after	( <i>prendre soin de</i> ):	He has <b>looked after</b> his sister since she broke her leg.
look at	( <i>regarder</i> ):	<b>Look at</b> Ali. He is asleep.
look for	( <i>chercher</i> ):	Are you <b>looking for</b> your book?
look into	( <i>examiner</i> ):	He promised to <b>look into</b> my problem.
sit down	( <i>s'asseoir</i> ):	The child <b>sat down</b> near her father.
stand up	( <i>se lever</i> ):	You must <b>stand up</b> when the teacher enters.
think about	( <i>penser à</i> ):	Ali is <b>thinking about</b> his marriage.

### **Exercise 1-6: Practicing Non-Separable Two-Word Verbs**

Read each sentence. Complete the two-word verb and put it in the past tense.

**Example:** Everybody (listen) the marabout.  
*Everybody listened to the marabout.*

1. Omoro (call) many people in the village. ■ 2. When he was little, Omoro's sister usually (look) him because their mother had to work. ■ 3. The man (get) the bus and (sit) next to his friend. ■ 4. Amina was surprised when she (come) her friend Halima in Niamey last week. ■ 5. After Helen lost her pen, she (look) it for two days. ■ 6. The police (look) the mystery. ■ 7. The children (look) many traditional clothes in the museum.

## **Separable Two-Word Verbs**

### **Examples**

- a. She **picked** the child **up**.  
(*Elle souleva l'enfant.*)
- b. The barber has **shaved** the hair **off**.  
(*Le coiffeur a rasé les cheveux.*)

### **Explanation:**

The expressions *pick up* and *shave off* are separable two-word verbs. We call them separable because we usually put the direct object between the two words of the verb.

### **Examples**

- c. The barber has **shaved** the hair **off**.  
(direct object = *the hair*)
- d. He has **shaved** it **off**.
- e. She **put** the books **down**.
- f. She **put** them **down**.

### **Notes:**

- If the direct object is a noun, it is possible to keep the two words together.  
Correct: He has **shaved** the hair **off**.  
Correct: He has **shaved off** the hair.
- If the direct object is a pronoun, we **must** separate the two words.  
Correct: He has **shaved it off**.  
Incorrect: He has **shaved off it**.

## **Separable Two-Word Verbs**

**bring up** (*éllever*):

It is easier to **bring** two children **up** than ten.

**call off** (*annuler*):

We will **call** the party **off** if it rains.

**call up** (*téléphoner*):

He spends a lot of time **calling** his friends **up**.

**cross out** (*barrer*):

She **crossed** several words **out** in her letter.

**figure out** (*résoudre, arriver à comprendre*):

Can you **figure** this problem **out**?

**lift up** (*soulever*):

My sister can not **lift** the water bucket **up**.

**make up** (*inventer*):

Everybody liked him because he **made** good stories **up**.

**pick up** (*soulever*):

The mother **picked** her baby **up** to hold him and stop his crying.

**point out** (*indiquer*):

The teacher **pointed** a few mistakes **out** to me.

**put down** (*poser*):

The student **put** her books **down** on her desk.

**put off** (*déférer*):

They **put** the meeting **off** until next Friday.

<b>put up (lever):</b>	They <b>put</b> their hands <b>up</b> when they want to answer a question.
<b>shave off (raser):</b>	The barber has <b>shaved</b> the man's hair <b>off</b> .
<b>slow down (ralentir):</b>	He cannot <b>slow</b> the car <b>down</b> because its brakes do not work. (brakes = <i>freins</i> )
<b>take off (enlever):</b>	Please <b>take</b> your shoes <b>off</b> when you go in.
<b>talk over (discuter):</b>	Workers often <b>talk</b> their problems <b>over</b> with their boss.
<b>turn down (a. baisser):</b>	a. Please, <b>turn</b> the radio <b>down</b> .
<b>(b. évincer):</b>	b. Ali is not lucky with girls. They always <b>turn</b> him <b>down</b> .
<b>turn on (allumer, mettre en marche):</b>	They <b>turned</b> the radio <b>on</b> to listen to some music.
<b>turn off (éteindre):</b>	They <b>turned</b> the lights <b>off</b> when they wanted to go to sleep. (lights = <i>lumières</i> )

### Exercise 1-7: Practicing Separable Two-Word Verbs

Put each verb in parentheses in the present progressive tense. Replace the (X) with one word to make the two-word verb complete.

**Example:** She (bring) her brother's children (X).  
*She is bringing her brother's children up.*

1. Because smoking is bad for him, he (give) cigarettes (X). ■ 2. Hamidou (call) his father (X) on the telephone. ■ 3. The problem is difficult, but they (figure) it (X). ■ 4. The word is not correct, so he (cross) it (X). ■ 5. It is only ten a.m. Why are they (turn) the television (X)? There is nothing to see! ■ 6. Aminatou and Habib have a problem, so they (talk) it (X). ■ 7. The radio is too loud, so Aïcha (turn) it (X).

### Exercise 1-8: Writing Sentences with Two-Word Verbs

Replace the (X)'s with a pronoun and the correct two-word verb from the list below. Do not repeat any verb. Underline the two-word verb.

bring up	pick up	call off	listen to	cross out
get off	turn on	look after	figure out	
look at	turn off	give up	look into	

**Example:** If you make a mistake, you should (X) (X) (X).  
*If you make a mistake, you should cross it out.*

1. This exercise is very difficult, I cannot (X) (X) (X). ■ 2. There are a lot of wild animals in the zoo, and people go there to (X) (X) (X). ■ 3. If you find a pen under your table you should (X) (X) (X). ■ 4. Parents always want to help their children, so their children should (X) (X) (X). ■ 5. It is time for the news. The radio is on the table. Please (X) (X) (X). (news = informations) ■ 6. In cities parents do not want to have many children because they want to (X) (X) (X) correctly. ■ 7. Cigarette smoking is dangerous, so we should (X) (X) (X). ■ 8. It is not easy to sleep with the lights on, so you should (X) (X) (X) before going to bed. ■ 9. Old people often get sick during the dry season, so we should (X) (X) (X) well during that season. ■ 10. Nobody could come to the meeting, so the director (X) (X) (X). ■ 11. If you come to school by bicycle, you should (X) (X) (X) at the gate and enter the school on foot. ■ 12. The students had a problem with their English teacher, so they asked the director to (X) (X) (X).

### **Exercise 1-9: Practicing Two-Word Verbs**

Student 1 asks a question. Student 2 must answer the question using a pronoun.

Question: Did you { look for the pen  
 turn off the lights  
 look at the animals  
 pick up the books  
 listen to Mariama  
 get off your bicycle  
 figure out the problems  
*etc.* } a minute ago?

Answer: Yes, I did. I \_\_\_\_\_ a minute ago.

No, I didn't. I \_\_\_\_\_ { yesterday.  
 last week.

Example: Student 1: *Did you turn down the music a minute ago?*

Student 2: *Yes, I did. I turned it down a minute ago.*

## ■ Grammar \_\_\_\_\_

### The Present Perfect Tense

#### ■ Past Actions with Present Results

##### Examples



- a. The villagers **have arrived.**  
*(Les villageois sont arrivés.)*  
 (They are in front of the compound **now.**)
- b. The women **have brought** some sweet cakes.
- c. The barber **has come.**

##### Explanation:

When did the women bring sweet cakes? When did the barber come? The time is not important. What we know is that we can now see the cakes and the barber!

#### ■ Present Perfect with Just

##### Examples

- |   |                                   |
|---|-----------------------------------|
| a. He has <b>just</b> left.<br><i>(Il vient de partir.)</i> | b. They have <b>just</b> arrived. |
| c. The plane has <b>just</b> landed.                        | d. I have <b>just</b> eaten.      |

## Explanation:

We use present perfect with *just* for an action which takes place immediately before we report it.

### ■ Actions at an Indefinite Time in the Past

#### **Examples**

a. She **has seen** only one Western in her life.

(*Elle n'a vu qu'un seul Western de sa vie.*)

b. Someone **has eaten** all the sweet cakes.

## Explanation:

We use the present perfect for past actions when we do not know or remember the date or when we think the date is not important.

### ■ Actions Which Have Not Occurred, But Which May Occur in the Future

#### **Examples**

a. The president **has not visited** the new hospital.

(*Le président n'a pas visité le nouvel hôpital.*)

b. Moussa **has never been** to Mecca.

### ■ Special Use of the Verb Be

#### **Examples**

a. He **has been** to Mecca. = He **has gone** to Mecca.

b. They **have not been** to school. = They **have not gone** to school.

## Explanation:

In the present perfect, the verb *be* can have the same meaning as *go*.

### ■ The Present Perfect of Regular Verbs

#### **Affirmative Examples**

	Subject	+	Has / Have	+	Past Participle	(+ Complement)
a.	He		has		cooked	dinner.
b.	We		have		worked	with him.
c.	She		has		visited	Paris.

#### **Negative Examples**

d. The guests **have not arrived**.

e. I **have not invited** them.

**Contractions:** *have not* = *haven't*  
*has not* = *hasn't*

### **Interrogative Examples**

- f. Question: **Have you danced** with Fati?  
Answer: Yes, I have. or No, I haven't.  
g. Question: **Has she received** your letter?  
Answer: Yes, she has. or No, she hasn't.

### **Explanation:**

The past participle of regular verbs is the same as the past form.

### ***Exercise 1-10: Putting Regular Verbs into the Present Perfect***

Put the regular verbs in parentheses into the present perfect tense.

**Example:** The teacher (explain) the exercise to us.  
*The teacher has explained the exercise to us.*

1. He (not, weed) his father's garden. ■ 2. They (decide) to get married. ■ 3. I (listen to) the V.O.A. several times. ■ 4. Ali (not, pass) his exams. ■ 5. Mr. Garba (work) with me in Zinder twice. ■ 6. He (score) two goals. ■ 7. You (live) in Aguié, haven't you?

## **■ The Present Perfect of Irregular Verbs**

### **Affirmative Examples**

	Subject	+	Has / Have	+	Past Participle	(+ Complement)
a.	They		have		brought	sweet cakes.
b.	Omoro		has		chosen	the name.

### **Negative Examples**

- c. Binta's aunt **hasn't come** to the ceremony.  
d. The women **haven't brought** any goats.

## **■ Interrogative Examples**

- e. Have Fati and Guimbia **swept** the floor?  
f. Where **has** Omoro **gone**?

## **■ List of Irregular Verbs\***

Simple Form	Past Form	Past Participle	Simple Form	Past Form	Past Participle
be	was / were	been	get	got	gotten
become	became	become	give	gave	given
break	broke	broken	go	went	gone

\* See the Appendix for a more complete list of irregular verbs and their past participles.

choose	chose	chosen	know	knew	known
come	came	come	send	sent	sent
do	did	done	speak	spoke	spoken
eat	ate	eaten	take	took	taken
find	found	found	wear	wore	worn

### **Exercise 1-11: Putting Irregular Verbs into the Present Perfect**

Put the irregular verbs in parentheses into the present perfect tense.

**Example:**     He (make) a mistake.  
*He has made a mistake.*

1. His car (break) down. ■ 2. They (find) some camel bones in the desert. ■ 3. The guests (eat) a lot of sweet cakes. ■ 4. She (wear) a green headscarf before. ■ 5. The president (give) a very important speech. ■ 6. We (not, send) letters to our American friends. ■ 7. The teacher (speak) to the president.

### **■ Yet**

#### **Examples with Negative Sentences**

- a. We have **not** finished Chapter One **yet**.  
*(Nous n'avons pas encore fini le chapitre un.)*
- b. Omoro has **not** whispered in his son's ear **yet**.

#### **Interrogative Examples**

Question: Have you read the story in Chapter Two **yet**?

Answer: No, not yet.  
Yes, I have.

### **■ For vs. Since**

#### **Examples**

- a. We have studied English **since** the first year of middle school.  
We have studied English **for** two years.
- b. Mahamadou has worked in Arlit **since** July.  
Mahamadou has worked in Arlit **for** four months.

#### **Explanation:**

**For + A Period of Time**

for { three months  
two days  
four weeks  
a month  
a long time  
etc.

**Since + A Point in Time**

since { June  
Monday  
last month  
September  
1980  
etc.

### **Exercise 1-12: Using the Simple Past and the Present Perfect**

For each pair of pictures, you will write a pair of sentences about Philip. The picture on top represents the beginning of a new situation. You will use the simple past. The picture below it represents the continuation of that situation. You will use the present perfect with *for* or *since*.

**Examples:** a. two months ago



today



buy his shirt

*Philip bought his shirt two months ago.*

have his shirt

*He has had his shirt for two months.*

b. last September



today



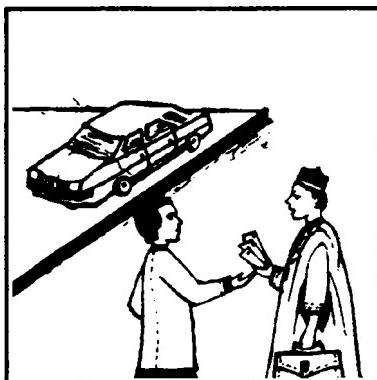
arrive in Niamey

*Philip arrived in Niamey last September.*

live in Niamey

*He has lived in Niamey since last September.*

1. five months ago



buy a car

own a car

2. 1987



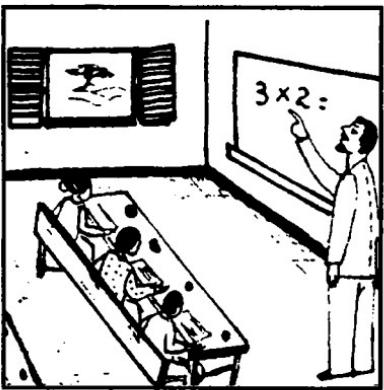
get glasses

today



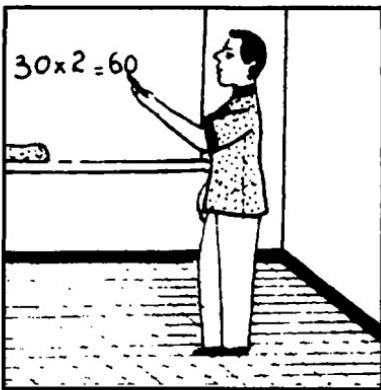
wear glasses

3. primary school



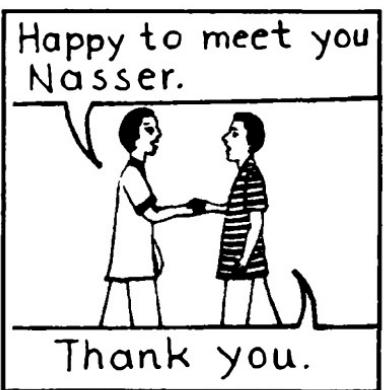
learn to multiply

today



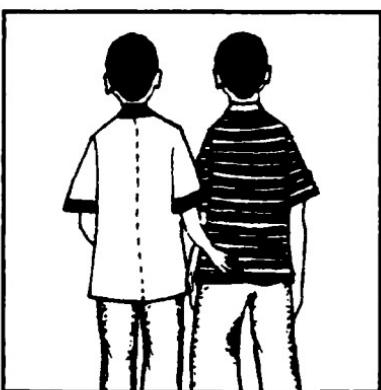
know how to multiply

4. last October



meet Nasser

today



be friends with Nasser

5. three years ago



say "goodbye" to his brother

today



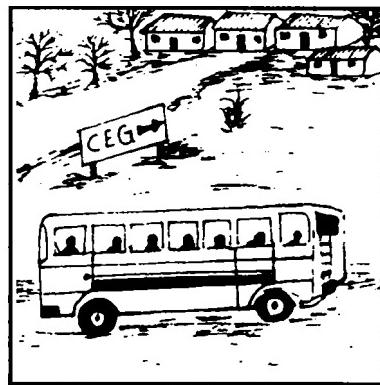
not see his brother

6. beginning of the year



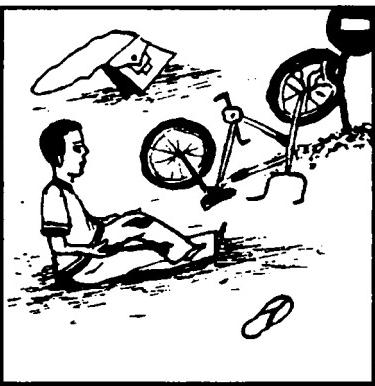
get some bus tickets

today



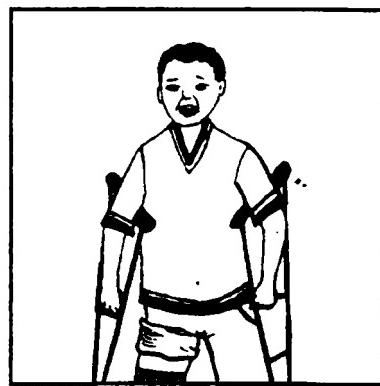
come to school by bus

7. two weeks ago



have an accident

today



walk on crutches

## — Questions with *How Long*

### **Questions with Affirmative Answers**

a. Question: **How long** has he worked in that shop?

Answer: He has worked there for two years.

b. Question: **How long** have they lived here?

Answer: They have lived here since 1984.

## **Questions with Negative Answers**

c. Question: **How long** has it been since they saw each other?

Answer: They have not seen each other since 1986.

d. Question: **How long** has it been since Moussa visited his village?

Answer: Moussa has not visited his village since the first year of middle school.

### **Exercise 1-13: Translating French into English**

1. Il construit de belles maisons depuis 1979. ■ 2. Elle connaît les noms de tous ses élèves par cœur. ■ 3. N'avez-vous jamais appelé quelqu'un au téléphone? ■ 4. Les mauvais élèves viennent toujours en retard. ■ 5. Je n'ai jamais compris l'algèbre, mais je comprends la géométrie. ■ 6. Depuis quand enseigne-t-il l'anglais? ■ 7. Voudriez-vous aller au cinéma ce soir? ■ 8. Il est coiffeur depuis vingt ans. ■ 9. Selon vous, pourquoi a-t-il refusé de jouer la semaine dernière? ■ 10. Il vient de traduire la phrase numéro dix.

## ■ Writing \_\_\_\_\_

### **Building a Paragraph**

#### **Exercise 1-14: Building a Paragraph**

Read the beginning of this paragraph and answer the questions to complete it. Write complete sentences. Do not copy.

*Labo and Aïssa had their first child last holiday. On the day of the naming ceremony, I was in front of their house in the early morning...*

#### **Questions :**

1. Who were the first people to arrive at the place where the ceremony was going to take place? ■ 2. Was the new baby's father busy that day? ■ 3. Did the drummers come? ■ 4. Who danced to their music? ■ 5. Who gave food to all the guests? ■ 6. Was there enough food? ■ 7. When did the feast end? ■ 8. Did you enjoy the naming ceremony? Why?

# CHAPTER TWO

## Kalla's Cold

Tassiou and Kalla are coming off the football field. Their team has lost 5 to 0, and Tassiou is angry.

Kalla: It's a shame that we lost, but you know what they say: "It's not whether you win or lose; it's how you play the game."

Tassiou: Well, you played terribly! That was a bad game, and it's your fault. You were too slow, and you didn't listen to the coach. We've been practicing passing for a couple of weeks, and you never once passed me the ball.

Kalla: (He sneezes.) Don't blame it on me!  
They're a good team.

Tassiou: But we're better than they are, and you haven't been playing as well as you usually do. What's the matter? Are you sick?

Kalla: (He coughs.) I've been very tired lately, and I have a cough. Maybe I've got bronchitis!

Tassiou: Come on, Kalla, you don't have bronchitis. You just have a cold. Do you remember what Dr. Almou said when he came to our class last year? He told us to rest, drink a lot of water, and not to exercise too much when we're sick. You haven't been taking care of yourself.

Kalla: You're right. I should go home and sleep.



That night there is a dance. Kalla goes because he does not want to miss the fun. Tassiou sees him there.

Tassiou: Kalla, what are you doing here? You said you were going to sleep.

Kalla: What? You're not going to leave me out when there's a party! I bought some antibiotic pills at the market, and I've been taking one every hour. I thought they were going to help me feel better, but I feel worse.

Tassiou: Of course you do! Antibiotics don't help a cold. And it's dangerous to take pills that you buy in the market. They are often contaminated. Kalla, go home and sleep.

Kalla: But I want to dance! If I take more pills...

Tassiou: Go home! If you have a headache, you can take an aspirin when you get home.

Kalla: My uncle brought a bottle of aspirin back from Nigeria, and I'll get some from him. But first, I want to dance with Karima. She said that she was going to meet me here.

Tassiou: Go home and go to bed!

The next day Tassiou goes to Kalla's house to see how he is feeling.

Tassiou: How do you feel today, Kalla?

Kalla: Awful! My stomach really hurts. The aspirin made me sicker.

Tassiou: How many did you take?

Kalla: Fifteen.

Tassiou: Fifteen?!

Kalla: Yes, I had a bad headache.

Tassiou: My gosh! You've poisoned yourself! I told you to take one, not the whole bottle! We have to go to the doctor immediately!!



They rush to the clinic. The doctor works quickly and helps Kalla.

Doctor: It's a good thing that your friend came to check on you this morning.

Kalla: I didn't realize that I could kill myself. Everyone's been telling me that aspirin's good for a headache.

Doctor: Not fifteen pills! Why didn't you follow the directions on the bottle?

Kalla: The directions are in English, and English is very difficult, so I didn't read them.

Doctor: Let's see. It says: "Take two tablets three or four times a day."

Kalla: Hey, that's not so difficult.

Doctor: No, it's not, and it's important to follow directions, or else you'll get very sick. Go home, rest, and drink plenty of water. If you follow my directions, you'll feel better.



### **Exercise 2-1: Answering Questions on the Text**

Answer each question using a complete sentence.

1. Did Kalla play well? ■ 2. How sick is Kalla? ■ 3. What sort of pills has Kalla been taking, and how often? ■ 4. Why does Kalla's stomach hurt the next morning? ■ 5. What can happen to you if you take too many aspirin? ■ 6. What did the doctor tell Kalla to do? ■ 7. Is the doctor's advice the same as Tassiou's?

8. Who can prescribe drugs? (a drug = *un produit pharmaceutique*) ■ 9. Why do you have to have a prescription to buy drugs? ■ 10. Why is it dangerous to take drugs without a prescription?

### **Exercise 2-2: Making Questions About the Text**

Make questions from the following answers.

1. Because their team had lost. ■ 2. Because Kalla was too slow and did not listen to the coach. ■ 3. A cold. ■ 4. Some antibiotic pills. ■ 5. Fifteen. ■ 6. Take two tablets three or four times a day. ■ 7. He will feel better.

## **Vocabulary**

to blame	a coach	a couple of	or else	a shame
to check on	a cough	to cough	a fault	whether

### **Exercise 2-3: Practicing the New Vocabulary**

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

**Example:** The football team is happy because they have two good (X).  
*The football team is happy because they have two good coaches.*

1 The young mother will (X) her new baby while he sleeps. ■ 2. Do not (X) me! I did not break your pen! ■ 3. You must sleep at night, (X) you will feel tired. ■ 4. They are (X) because they are sick. ■ 5. It is a (X) Fati is sick. ■ 6. He ate (X) cakes at the party, so he is not hungry. ■ 7. He likes cigarettes, so he has a bad (X). ■ 8. They lost the game, but it is not Rabiou's (X). He played very well. ■ 9. She does not know (X) or not she can go to the party.

## **Pronunciation**

### **Thank vs. Tank: Sentences for Practice**

1. It's true. I **threw** the ball.
2. He **taught** us to pass. I **thought** he was a coach.
3. He gave us a **tank** of oil. We need to **thank** him. (tank = *cuve*)

## **Expansion**

### **Useful Phrases**

**by heart** (*par cœur*):

The drummer knows the history of Omoro and Binta's family **by heart**.

## **all day long** (*toute la journée*):

All day long, the people of the village will eat and dance.

## **little by little** (*petit à petit*):

Little by little, his English improved.

## **It's a shame** (*C'est dommage*):

It's a shame that you lost your purse. Perhaps you will find it.

## **or else** (*sinon*):

You must follow the directions written on medicine bottles, or else you will get very sick.

## **to blame something on somebody** (*rejeter la responsabilité de quelque chose sur quelqu'un*):

When Mahamadou failed his French exam, he blamed it on his French teacher.

### **Exercise 2-4: Practicing Useful Phrases**

Complete the sentences with the phrases above. Replace each (X) with one word. Use each phrase once.

**Example:** People must plant more trees, (X) (X) the desert will grow.

*People must plant more trees, or else the desert will grow.*

1. This student is not very smart, but he does well because he always learns his lessons (X) (X). ■ 2. (X) (X) (X), the boy has grown up. ■ 3. (X) (X) (X) you failed your exam. You should study harder. ■ 4. After the rain, the farmers worked (X) (X) (X) planting millet. ■ 5. When they lost the football game, they (X) (X) (X) a bird that flew over their heads before the game began. ■ 6. You should not eat too much, (X) (X) you will get a stomachache.

## ■ Grammar

### **1. The Present Perfect Progressive**

They **have been playing** football for one hour.  
(*Ils jouent au football depuis une heure.*)

(= Tassiou and Kalla are playing football now.  
+ They began one hour ago.)



She **has been working** since six o'clock.  
(*Elle travaille depuis six heures.*)

(= The tailor is working now at seven o'clock.  
+ She started at six o'clock.)



## Explanation:

We use the present perfect progressive to express an action which began in the past and which has continued into the present.

### **Affirmative Examples of the Present Progressive**

Subject	+	Have / Has Been	+	Verb + ing	(+ Complement).
a. The babies		have been		sleeping	since 7:30.
b. Mrs. Iliassou		has been		teaching	for six years.
c. I		have been		living	in Niger all my life.

### **Negative Examples**

- d. They have not been sleeping.
- e. She has not been teaching.

### **Interrogative Examples**

- f. Question: **Have they been sleeping?**  
Answer: Yes, they have. or No, they haven't.
- g. Question: **What have you been doing?**  
Answer: I've been reading a lot.

### **Exercise 2-5: Putting Verbs into the Present Perfect Progressive**

Put the verb in parentheses into the present perfect progressive.

- Example:** Those students (study) since last week.  
*Those students have been studying since last week.*

1. Ali's mother (read) him a story since they finished dinner. ■ 2. The traders (bargain) with each other for half an hour. ■ 3. That poor man (ask) for money all his life. ■ 4. "You (travel) for a long time?" the driver asked. ■ 5. Mariama (not, sleep) well since her baby got sick. ■ 6. Everybody (talk) about the famous singer's new cassette. ■ 7. Kader (not, do) his homework, so he will not pass the next exam.

### **Exercise 2-6: Asking and Answering Questions**

Use the phrases below to ask your classmates questions; they must answer truthfully.

- Example:** study English  
Question: *How long have you been studying English?*  
Answer: *I've been studying English for two years.*

1. live here ■ 2. sit in class ■ 3. listen to the teacher ■ 4. wear that watch ■ 5. go to this school ■ 6. eat millet ■ 7. study this lesson.

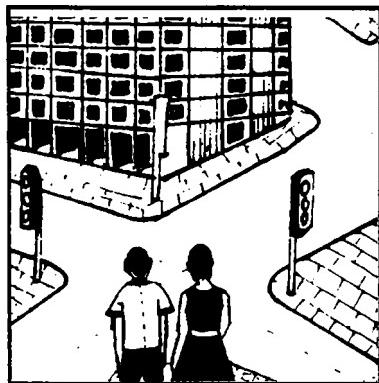
## 2. The Present Perfect vs. The Present Perfect Progressive

### ■ Use of Time Expressions

With the present perfect, we can use expressions like *once*, *twice*, and *three times*. We cannot use these expressions with the present perfect progressive.

### Contrastive Examples

a 1986

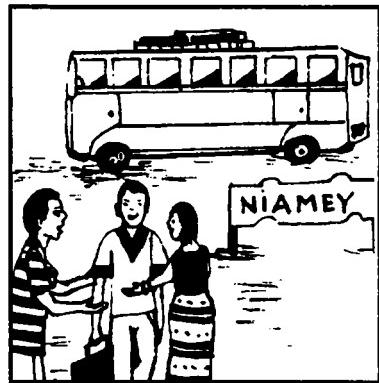


1987

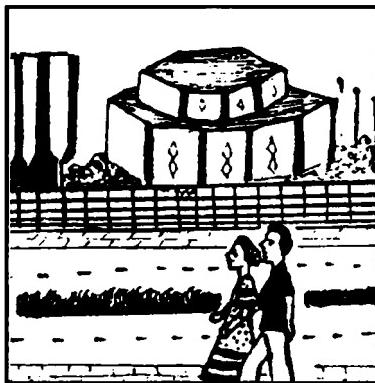


Fati has visited her cousin in Niamey twice - once in 1986 and once in 1987. (She is not in Niamey now.)

b last week



now



Salifou has been visiting his friend in Lomé since last week. (He is still visiting her now.)

c 6:30 this morning



7:30 this morning



Halima has eaten two mangoes today.

d twenty minutes ago

now



The girls **have been eating dinner** for twenty minutes.  
(They are still eating now.)

English speakers use progressive tenses whenever possible.

Acceptable: I have studied English for two years.

Preferred: I **have been studying** English for two years.

## Verbs Not Usually Used in Progressive Tenses

Many non-action verbs are rarely used in progressive tenses. For example:

a. Correct: He **knows** Chaibou now.

Incorrect: ~~He is knowing Chaibou now.~~

Therefore, these verbs are not usually used in the present perfect progressive. For example:

b. Correct: I **have known** Chaibou since 1987.

Incorrect: ~~I have been knowing Chaibou since 1987.~~

## Other Verbs Not Usually Used in Progressive Tenses

be - believe - cost - hate - have - hear - like - love - mean - need - own - prefer - remember - see - understand - want

### Exercise 2-7: Asking and Answering Questions

Student 1 asks a question. Student 2 answers.

Question: When did you { begin  
start } { wearing a watch?  
playing (a sport)?  
speaking (a language)?  
working in the fields?  
eating (food)?  
studying (subject)? }

Answer: I { began  
started } \_\_\_\_\_ ago.

Examples: S1: When did you begin studying English?

S2: I began studying English two years ago. That means I've been studying English since 19\_\_\_\_.

### **Exercise 2-8: Using the Present Perfect Progressive When Possible**

Read each sentence. Change it to the present perfect progressive if possible.

**Examples:** a. They have seen that movie twice.

(*The progressive is not possible.*)

b. I have lived in this city for three years.

*I have been living in this city for three years.*

(*It is preferable to use the progressive form.*)

1. Aboubacar has gone to Dakoro Middle School since 1986. ■ 2. Kalla has felt sick lately.  
 ■ 3. El Hadji Iro has always owned a Peugeot. ■ 4. We have taken care of our grandparents since they left their village. ■ 5. It has rained for two days. ■ 6. I have heard that you should not eat a lot before you go swimming. ■ 7. Those men have prayed for ten minutes. ■ 8. The Chinese have grown rice for thousands of years. ■ 9. My brother has been in love with his girlfriend since they were teenagers. ■ 10. Mrs. Salissou has had three babies in four years. She loves children. ■ 11. “I have always believed that a smile is the best medicine!” exclaimed the happy girl. ■ 12. The karate expert has fought many fights since he began working for the police.

### **3. Reported Speech: Reporting Commands**

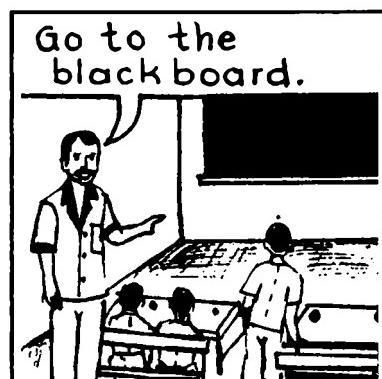
#### **■ What are Direct and Reported Speech ?**

##### **Direct Speech:**

The teacher said to Moussa, “Go to the blackboard.”

##### **Reported Speech:**

The teacher told Moussa to go to the blackboard.



#### **■ Reporting Negative Commands**

##### **Direct Speech:**

The little boy’s mother said to him, “Don’t touch that fire!”

##### **Reported Speech:**

The little boy’s mother told him not to touch the fire.



## ■ Reporting Requests or Favors

### Direct Speech:

Amina said to Abdou, "Could you please lend me your bicycle?"

Could you lend  
me your bicycle?



### Reported Speech:

Amina asked Abdou to lend her his bicycle.

### Direct Speech:

Mr. Ado said to Garba, "Please don't turn on the radio."

Please don't turn  
on the radio, Garba.



### Explanation:

We use the verb *ask* to report polite requests.

## 4. Punctuation of Direct Speech

↓ quotation marks ↓

The teacher said to Moussa, "Go to the blackboard."

comma ↑                      period ↑

**Note:** Everything inside the balloon in the picture is inside the quotation marks in direct speech, even the punctuation.



## 5. Punctuation of Reported Speech

↓ no quotation marks ↓

The teacher told Moussa to go to the blackboard.

no comma ↑

period ↑

### Exercise 2-9: Using Direct Speech

What did the people say? Use direct speech to write one sentence about each picture. Check these things:

1. Use *said to* in each sentence.

2. Use correct punctuation.

Everything inside the balloon goes inside the quotation marks.

Example: *The teacher said to the boy, "Write your name."*



Wash your hands before eating.



Please help me lift this sack.



Run faster!



1

2

3

Don't drink that dirty water!



Remember to put enough stamps on your letter.



Please don't shout.



4

5

6

## **Exercise 2-10: Using Reported Speech**

Use reported speech to say what happened in the pictures in Exercise 2-9.

Remember:

1. Use *told* or *asked*.
2. Check your pronouns.
3. Use *to* or *not to*.

**Example:**      *The teacher told the boy to write his name.*

## **6. Verbs Followed by Noun Phrases and Infinitives**



### **Example**

The teacher *is telling* the student *to get* the shovel for her.

### **Other Examples**

<b>Subject</b>	<b>+</b>	<b>Verb</b>	<b>+</b>	<b>Noun/Pronoun</b>	<b>+</b>	<b>Infinitive</b>	<b>(+ Complement)</b>
I	want	you				to stay	home this afternoon.
(Je veux que vous restiez chez vous cet après-midi.)							
They	did not expect	the thief				to escape.	
She	wants	the class				to get	their books.
They	do not need	you				to finish	the job.
We	will invite	our friends				to have	lunch.

### **Verbs which are often used in this structure are:**

advise	forbid ( <i>interdire</i> )	permit ( <i>permettre</i> )
allow ( <i>permettre</i> )	force ( <i>forcer</i> )	tell
ask	invite	wait for
expect ( <i>s'attendre à</i> )	need	want

## **Exercise 2-11: Answering Questions**

Answer each question with a complete sentence. Use the same tense in the answer as in the question.

- Examples:**
- a. What does your mother not want you to do?  
*She does not want me to fight with my brother.*
  - b. What will you invite your friend to do?  
*I will invite her to see a movie.*

1. What did God want Ibrahim to do to his son? ■ 2. What does a farmer want his workers to do? ■ 3. What does a lion not want a hunter to do? ■ 4. What did Tassiou advise Kalla to do? ■ 5. What can a strong boy force a weak boy to do? ■ 6. What does a director expect teachers to do? ■ 7. What does a teacher not allow students to do?

### **Exercise 2-12: Completing Sentences**

Complete each sentence meaningfully.

**Example:** Parents want their children...

*Parents want their children to be healthy.*

1. My sick friend needs me... ■ 2. The bush taxi driver waited for the passengers... ■ 3. Our parents expect us... ■ 4. The law has never permitted people... ■ 5. That little boy's uncle does not allow him... ■ 6. The thief forced the man... ■ 7. I did not expect so many people... ■ 8. The headmaster forbade the students... ■ 9. The man's unhappy wife asked the marabout... ■ 10. The coach has been advising the football team... ■ 11. Ramatou is unhappy because nobody has invited her... ■ 12. It is not good to permit people...

### **Exercise 2-13: Translating French into English**

Translate these sentences into English.

1. Le professeur nous demanda de traduire ces dix phrases. ■ 2. Les mauvaises coutumes disparaissent petit à petit. ■ 3. Maman nous a dit de ne pas manger le gâteau qu'elle a fait. ■ 4. «Prends-tu de l'aspirine contre (= *for*) tes maux de tête?» dit l'infirmière. ■ 5. Ce professeur enseigne l'anglais depuis dix ans. ■ 6. Mamadou a abandonné les cigarettes il y a deux mois. ■ 7. Dieu veut que nous aimions nos voisins comme nous nous aimons. ■ 8. «Pourriez-vous me prêter votre stylo?» demanda Ali. ■ 9. Est-ce que l'Alaska est l'endroit le plus froid du monde? ■ 10. «Au secours! Un serpent vient de me mordre!» a crié le moissonneur.

## **■ Listening Comprehension**

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### **Exercise 2-14: Answering Questions**

Choose the best answer in each item. Do not write in this book!

1. Souley is unhappy at his new high school because
  - a. his parents are excited that he spent three months in the city.
  - b. he has not studied much.
  - c. the students want him to drink alcohol.
  - d. he is afraid the other students will hit him.
2. Souley refused to drink any beer because
  - a. he was not wearing jewelry.
  - b. he did not want to get into trouble.
  - c. the boy told him to relax.
  - d. he was not outside the school.
3. Souley's mother told him
  - a. to always say “no” to other students.
  - b. that the kids in the village do not like him.
  - c. not to drink beer.
  - d. that he is not popular.
4. Which of the following is **not** true?
  - a. The kids in Souley's village like him.
  - b. Souley is not popular in his village.
  - c. Souley's parents are proud of him.
  - d. Souley is doing well in school.

## ■ Writing

### A Letter Giving Advice

Didjé has a problem, so she has written to her older cousin to get some advice. Read Didjé's letter to her cousin.

Box 7796  
Maradi, Niger  
November 17, 19—

Dear Aïchatou,

Hello! How are you? I am fine, but I have been having a lot of problems with my guardian lately. I was hoping you could give me some advice.

As you know, I have been staying with a family since the first year of middle school and we have never had any big problems. Well, this year one of the daughters got married and now I have been given all of her work to do too. Before she got married I was responsible for taking care of the younger children and feeding the animals. I never had enough time to study. Now I must also wash the family's clothes and prepare food every weekend. How can I tell the family that it is too much work and that I need more time to study? I am afraid I will fail my exams if they give me any more work to do. I sure hope you can help.

Your cousin,  
Didjé

#### **Exercise 2-15: Answering Didjé's Letter**

Follow the steps below.

**Step One:** Discuss these points with your class and your teacher.

1. Where did Didjé put her own address and the date?
2. How does Didjé address her cousin?
3. Where is the indentation?
4. How does Didjé close the letter?

**Step Two:** Aïchatou's answer to Didjé's letter is started below. Complete her letter by answering the questions below. Your teacher will begin the exercise on the blackboard. Remember: You are writing a letter, so do not number your sentences.

#### Aïchatou's Advice

Box XXX  
XXXXX, Niger  
December 3, 19—

Dear Didjé,

Thank you for your letter. I am glad you wrote to me. I hope I can help.  
Guardians often have problems when a daughter marries because...

#### Questions:

1. Why do guardians have problems when their daughters marry? ■ 2. Who chose guardians for students in the past? ■ 3. Is it easy to find a guardian and live with him nowadays? Why or why not? ■ 4. What kinds of problems do students come across with their guardian's family? ■ 5. What should students do for their guardians from time to time? ■ 6. Who do you advise Didjé to talk to about her problem? ■ 7. Where should she study to avoid too much work? ■ 8. If she cannot, what do you advise her to do?

# CHAPTER THREE

## The Two Sisters

Once upon a time there was a very rich man. Instead of marrying one woman and then waiting before marrying another, like other men, he married two women from two different villages on the same day. He brought them to his house.

In front of the whole village, he spoke to his two new wives and said, "I have married you together for a reason. I have seen and heard many quarrels in polygamous families. These problems result from the first wife's dominance or from the younger wife's insubordination. I have married you at the same time; that way, one of you can't claim superiority over the other, and you will regard each other as equals and live happily together."

That's what happened. They lived happily together, and after a year each wife had a baby girl. The children were very beautiful and looked alike. Their father gave a great feast and named them Sun and Moon.

While growing up, Sun and Moon loved each other very much. Their father was happy because his idea appeared to be working.

When the girls were eight years old, however, Sun's mother gave birth, this time to a baby boy. Moon's mother was not even pregnant. Moon's mother began to worry because Sun's mother had two children. She now thought that Sun's mother was better than she was, and she was jealous. Moon's mother started to hate Sun's mother and to quarrel with her. She became even angrier when Sun's mother did not take her arguments seriously.



When the baby boy was one month old, Moon's mother decided to hurt Sun's mother by killing Sun. She put poison in some rice and gave it to Sun. Sun ate it and died immediately.

All the villagers were sad when they heard the news, and Sun's half-sister Moon wept bitterly day and night.

Then, one day, while walking through a small farm near the village, Moon heard a voice just like Sun's voice. It sang sadly: "Moon! Moon! My beautiful sister! Your mother has taken my life. She has done a cruel thing. The cruel hands of your mother have killed me."



When Moon heard this she became very upset. She ran through the village screaming, "Kill me too, Mother!" All the villagers came out of their houses and saw Moon pointing at her mother, repeating, "Kill me too!"

That night Moon sneaked out of her house. The next morning the villagers found her dead in the village stream.

Adapted from *A Nigerian Villager in Two Worlds*  
by Okafor-Omali

### Exercise 3-1: Answering Questions on the Text

Answer the questions in complete sentences.

1. Why did the man marry both wives at the same time? ■ 2. Did the man's idea work? Why or why not? ■ 3. Why did Moon's mother kill Sun? ■ 4. How did Moon find out who had killed Sun? ■ 5. Where was Moon when she heard the voice? ■ 6. What did Moon do after she found out who had killed Sun? ■ 7. How did Moon die? Who killed her?
8. What should you do when you are jealous of someone? ■ 9. Why do people kill themselves? ■ 10. What are some advantages and some disadvantages of polygamy?

### Exercise 3-2: Making Questions About the Text

Make questions for the answers given.

1. Because his idea appeared to be working. ■ 2. Because she was jealous. ■ 3. She killed herself. ■ 4. Because he did not want them to quarrel. ■ 5. No, he was rich. ■ 6. No, he had two wives.

## Vocabulary

alike	dead	to grow up (grew, grown)	pregnant
appear	an equal	instead of	to sneak
to claim	a feast	jealous	

### Exercise 3-3: Practicing the New Vocabulary

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

**Example:** That man (X) to be the chief, but we know he is not.

• *That man claims to be the chief, but we know he is not.*

1. She plays cards (X) other games. ■ 2. You should regard your classmates as (X). ■ 3. They had a big (X) to celebrate the birth of the baby. ■ 4. There is no difference between the two pictures; they are (X). ■ 5. Koffi was born in Accra, but he (X) in Lagos. ■ 6. A thief always (X) out of a house after he steals things. ■ 7. Habibou is (X) because his brother received a gift, but he did not. ■ 8. A (X) animal cannot run. ■ 9: She (X) to be happy, but she is really sad. ■ 10. That woman is (X); she will give birth to a baby in two months.

## Stress in English

In English, we accent a word if it is very important in a sentence. Listen as your teacher reads these sentences out loud.

- a. The **boy** stole the radio. (Not the girl.)
- b. The boy **stole** the radio. (He did not buy it.)
- c. The boy stole the **radio**. (Not the cassette player.)

### Exercise 3-4: Understanding Stress

Follow the steps.

**Step One:** Read the question.

**Step Two:** Your teacher will read each question three times, with different stress each time.

**Step Three:** Each time, raise one finger if answer 1 is correct, two fingers if answer 2 is correct, and three fingers if answer 3 is correct.

- Example:**      Question:                  Did the girl give **Alio** some rice?
- Possible answers:    1. No, it was the **boy**, not the girl.  
    2. No, she gave it to **Hamidou**.  
    3. No, she **sold** it to him.
- Your teacher reads: a. Did the girl give **Alio** some rice?  
*(Answer 2 is correct.)*  
b. Did the girl give **Alio** some rice?  
*(Answer 3 is correct.)*  
c. Did the girl give **Alio** some rice?  
*(Answer 1 is correct.)*
1. Question:                  Did Mahamadou take a plane to Lagos last week?  
Possible answers: 1. No, **Mariama** did.  
                                      2. No, he went by **bush taxi**.  
                                      3. No, he went to **Kano**.
2. Question:                  Were four girls dancing in the street until ten o'clock?  
Possible answers: 1. No, there were **three** of them.  
                                      2. No, they were **inside Fati's compound**.  
                                      3. No, they were **riding bicycles**.
3. Question:                  Did Fati put her science book under the table last night?  
Possible answers: 1. No, it was her **math** book.  
                                      2. No, **on** it, not **under** it.  
                                      3. No, **Mariama** did.
4. Question:                  Will Mr. Mahamadou name his first-born son **Alio**?  
Possible answers: 1. No, Mr. **Abdoulaye** will.  
                                      2. No, he'll name him **Sani**.  
                                      3. No, he'll name his **second** son **Alio**.
5. Question:                  Did Mariama take an antibiotic when she was sick?  
Possible answers: 1. No, **Fati** did.  
                                      2. No, she took **aspirin**.  
                                      3. No, she took it **when the doctor prescribed it** for her.

### **Exercise 3-5: Asking Questions with Different Stress**

In pairs, practice asking and answering the questions in Exercise 3-4 above.

- Examples:**
- a. Student 1: *Did the girl give Alio some rice?*  
Student 2: *No, it was the boy, not the girl.*
  - b. Student 1: *Did the girl give Alio some rice?*  
Student 2: *No, she sold it to him.*

## ■ Function \_\_\_\_\_

### 1. Congratulating Someone

#### **Examples**

- a. Mariatou: **Congratulations** on the birth of your new son, Yahaya!  
Yahaya: Thank you!
- b. Fati: **Congratulations** on your excellent grade in history class, Obi.  
Obi: Thank you!

#### **Explanation:**

You give congratulations when someone has done something exceptional (passed his exams, had a baby, gotten a new job).

### 2. Expressing Condolences

#### **Examples**

- a. Ramatou: **I'm sorry about** your father's death, Hanatou.  
Hanatou: Thank you.
- b. Boubacar: **I was sorry to hear about** your brother, Boukary.  
Boukary: Thank you.

#### **Explanation:**

You give condolences to someone after somebody he or she loved has died.

### **Exercise 3-6: Acting Out Sad and Happy Situations**

In groups of two act out the situations below, giving each other condolences and congratulations.

- Examples:**
- a. Situation: Student 2's father died last night.  
Student 1: *I'm sorry to hear about your father.*  
Student 2: *Thank you.*
  - b. Situation: Student 2's mother gave birth to a boy yesterday.  
Student 1: *Congratulations!*  
Student 2: *Thank you.*

1. Student 2's uncle died. ■ 2. Student 2's best friend died. ■ 3. Student 2's mother had a baby girl. ■ 4. Student 2's wife died. ■ 5. Student 2 got a new job. ■ 6. Student 2 has passed his / her national exam. ■ 7. Student 2's sister died.

## 1. Word Families

Noun	Verb	Adjective	Antonym	Adverb
a quarrel	to quarrel	quarrelsome	agreeable	agreeably
a difference	to differ	different	the same	differently
an equal	to equal	equal	unequal	equally
an argument	to argue	argumentative	agreeable	argumentatively
a death	to die	dead	alive	deadly

### Exercise 3-7: Practicing Word Families

Rewrite the sentences using the correct form of the word in parentheses.

**Example:** Men and women are (difference).  
*Men and women are different.*

1. Our traditions are (to differ) from Europeans' traditions. ■ 2. The boy's friend (dead) last year. ■ 3. Ali's (quarrel) with his girlfriend surprised all his friends. ■ 4. The man wants his two friends to regard each other as (equally). ■ 5. The director's (die) surprised many people in the village. ■ 6. The school administration does not permit students to (argument) in the classroom. ■ 7. Amadou and Ousmane hate each other; they have often (quarrelsome). ■ 8. Haoua (differently) from Adama only in height. ■ 9. Nobody could understand her (argue). ■ 10. They found the president (death) in his bed. ■ 11. There is a (differ) between the two drugs. ■ 12. The fight between the two sisters is an (equally) one.

## 2. Comparisons With Like

### Examples

a. A cup is like a glass because you can drink from it.



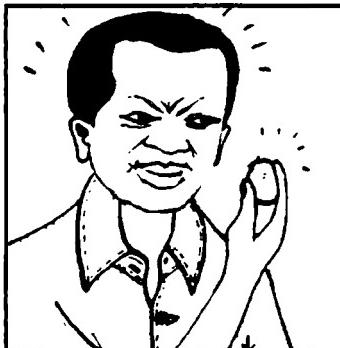
b. Rabiou looks like his father.



c. Fatou sounds like her mother when she sings.



d. What is this fruit? Yuck!  
It tastes like a lemon!  
(lemon = *citron*)



e. That sauce smells like peanut sauce.



### Exercise 3-8: Practicing Idiomatic Expressions

Follow the steps.

**Step 1:** Study the information about the three people below.

#### Habou

runs very fast  
sleeps deeply  
eats very little  
seldom smokes

#### Rakia

swims well  
works hard  
is healthy - feels fine  
never smokes

#### Mohamed

smokes a lot  
eats a lot  
drinks a lot  
swims badly

**Step 2:** Make seven sentences about Habou, Rakia, and Mohamed.

**Example:** *Habou runs like a hare.*

## ■ Grammar \_\_\_\_\_

### 1. Either and Too

#### — Either

**Example**



Moon does not have any shoes,  
and Sun does not, **either**.

(*Moon n'a pas de chaussures, et Sun non plus.*)  
(Moon does not have any shoes.  
+ Sun does not have any shoes.)

## Explanation:

We use *either* when combining two similar negative ideas to form one sentence.

### **Exercise 3-9: Making Sentences Using Either**

Make a new sentence using the subject in parentheses and *either*.

**Example:** Aïcha does not have a bicycle. (Hadjara)

*Aïcha does not have a bicycle, and Hadjara does not either.*

1. I will not have any money left next week. (Saminou) ■ 2. She does not like goat meat. (Rami) ■ 3. We did not like that Western film. (they) ■ 4. History is not difficult. (geography) ■ 5. Sports have never interested him. (art) ■ 6. Inoussa is never polite. (Nouhou) ■ 7. Math class was not interesting today. (science)

## ■ Too

### **Examples**



- a. Halima has had a baby, and Mariama has, **too**.  
(*Halima a eu un enfant, et Mariama aussi.*)  
(Halima has had a baby. + Mariama has had a baby.)
- b. Rice is nutritious, and millet is, **too**.  
(Rice is nutritious. + Millet is nutritious.)

### **Exercise 3-10: Making Sentences Using Too**

Make a new sentence using the subject in parentheses and *too*.

**Example:** Moussa came to school early. (Ali)

*Moussa came to school early, and Ali did, too.*

1. Karim comes from Aguié. (Hadiza) ■ 2. A Mercedes is expensive. (a Peugeot) ■ 3. Abdou likes to play football. (Gabaye) ■ 4. I have been to Benin on vacation. (they) ■ 5. Hausa is an important language. (Zarma) ■ 6. Mr. Moustapha teaches math. (Mr. Omar) ■ 7. Lagos is a big city. (Kano)

### **Exercise 3-11: Writing Sentences Using Too and Either**

Write a complete sentence following the examples. Use *too* or *either* in each.

**Examples:** a. President Kountché did not live in Lagos. / President De Gaulle

*President Kountché did not live in Lagos, and President De Gaulle did not either.*

b. Harouna has caught many fish. / Djibo

*Harouna has caught many fish, and Djibo has, too.*

1. Amina likes Western films. / Alio ■ 2. Jomo Kenyatta is not alive. / Kwame Nkrumah

■ 3. Candy is not good for little children. / Coca-Cola ■ 4. Kano is a city in Nigeria. / Jos

■ 5. Mangoes are not expensive. / oranges ■ 6. Moon was beautiful. / Sun ■ 7. Maradi is not

in Senegal. / Takoradi.

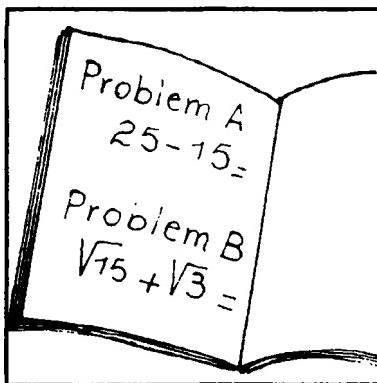
## **2. Less and Fewer**

### **Less with Adjectives and Adverbs**

#### **Examples**

a. Problem A is **less** difficult than problem B.

*(Le problème A est moins difficile que le problème B).*



b. Ali writes **less** carefully than Nana.



#### **Explanation:**

**Less than** is used with adjectives and adverbs to indicate inferiority.

### **Exercise 3-12: Asking and Answering Questions Using Less...Than.**

Use the adjective or adverb in parentheses to compare the two items. Use the structure *less... than*.

There are two possible answers. Choose the answer which is true for you.

**Examples:** a. Math class, English class (interesting)

Possible Answer: *Math class is less interesting than English class.*

Possible Answer: *English class is less interesting than Math class.*

b. study English, study French (often)

Possible Answer: *I study English less often than I study French.*

Possible Answer: *I study French less often than I study English.*

1. a chair, a table (heavy) ■ 2. Math class, football game (exciting) ■ 3. read English, read French (easily) ■ 4. walk to school, walk to a football game (quickly) ■ 5. a bicycle, a motorcycle (dangerous) ■ 6. a goat, a sheep (expensive) ■ 7. eat rice, eat salad (regularly).

## ■ Fewer and Less with Count and Non-Count Nouns

### Examples

a. Amina has **fewer** mangoes than Balkissa.



b. Balkissa has **less** money than Amina.



### Explanation:

We use *less* for non-count nouns and *fewer* for count nouns.

### Exercise 3-13: Making Sentences with Less and Fewer

Make a new sentence with the same meaning as each of the sentences below. Use *less* or *fewer* in each sentence.

- Examples:
- a. Aguié did not get as much rain as Guidan Roumdji.  
*Aguié got less rain than Guidan Roumdji.*
  - b. Karim has more camels than Moussa.  
*Moussa has fewer camels than Karim.*

- 1. The teacher has more chalk than Ali. ■ 2. Abou eats more rice than Souley. ■ 3. Ibbo's father did not sell as many coconuts as Illa's father. ■ 4. Halima did not write as many letters as Ramatou did. ■ 5. That tree does not have as many leaves as this tree. ■ 6. Halidou has more time to go to the store than Saminou (store = *boutique*). ■ 7. Aïchatou has more francs in her hand than her sister does.

### Exercise 3-14: Writing Comparisons with Less and Fewer

Write seven sentences making true comparisons based on the information given below. Use *less... than* with adjectives and non-count nouns. Use *fewer... than* with count nouns.

	<u>Sagalo</u>	<u>Harouna</u>
Weight	heavy	very heavy
Height	tall	short
Education	primary school	university
Children	17	3
Wives	3	1
Land (land = <i>terre</i> )	1 compound	2 compounds
Houses	7	3
Money spent	2,000 francs a week	5,000 francs a week

- Example:
- a. *Sagalo is less heavy than Harouna.*
  - b. *Harouna has fewer houses than Sagalo.*

### 3. Gerunds in Object Position

#### ■ Gerunds After Verbs

##### Examples

- a. He stopped walking because his feet hurt.
- b. They enjoy reading Hare and Hyena stories.
- c. We finished eating dinner at 9:00.

##### Explanation:

Gerunds may follow all the verbs below:

allow	begin*	finish	like*	prohibit ( <i>interdire de</i> )
anticipate ( <i>anticiper</i> )	detest ( <i>détester</i> )	forbid	love*	start*
avoid ( <i>éviter</i> )	enjoy	hate*	permit	stop

Correct: She likes working in Zinder.

Correct: She likes to work in Zinder.

#### **Exercise 3-15: Using the Gerund After Verbs**

Put each verb in parentheses in the gerund form.

**Example:** The director forbids (smoke) in the classroom.  
*The director forbids smoking in the classroom.*

1. They finished (write) the letter in class. ■ 2. Amina detests (sweep) her mother's house.
- 3. Dan Rani finished (take) his exams in July. ■ 4. The director prohibits (eat) in the classroom.
- 5. The teachers avoid (talk) about each other. ■ 6. Inoussa stopped (drink) during Ramadan. ■ 7. The girls began (sew) at eight o'clock.

#### ■ Gerunds After Possessives

##### Examples

- a. Ali likes Amina's cooking.
- b. She thinks Mohamed's dancing in the market every Monday is funny.

#### **Exercise 3-16: Using Gerunds After Possessives**

Choose the best verb from the list to replace the (X) in each sentence. Do not repeat any verb. Do not write in the book!

swim    write    drink    buy    talk    sleep    go    drive    kick

**Example:** The teacher says Zeinabou's (X) is very clear.  
*The teacher says Zeinabou's writing is very clear.*

1. My brother's (X) Coca-Cola all the time is bad for his teeth. ■ 2. The villagers' (X) keeps the school director awake at night. ■ 3. Djamilla's (X) mangoes for her children, instead of candy, is intelligent. ■ 4. Zabérou's (X) in class, and not in his bed at home, is impolite.
- 5. Your sister's (x) in the river is not good for her health. ■ 6. El Hadji's (X) to Mecca every year is very expensive. ■ 7. Everyone thinks that the truck driver's (X) to Libya is dangerous.

\* Infinitives may also follow these verbs.

## Gerunds After Prepositions

### Examples

- a. Before eating, we should wash our hands.
- b. She is thinking about traveling in East Africa.
- c. The man left town without saying goodbye.

### Explanation:

A verb which follows a preposition must always be a gerund. No exceptions!

### Exercise 3-17: Completing Sentences

Complete each sentence with a gerund. You may also add a complement. Use a different gerund in each sentence.

- Examples:
- a. It is impolite to leave a party without...  
*It is impolite to leave a party without saying goodbye.*
  - b. I'm not accustomed to...  
*I'm not accustomed to speaking English at home.*

- 1. My brother is afraid of... ■ 2. My uncle went to bed after... ■ 3. Do you think about...
- 4. My friend is good at... ■ 5. My father insists on... ■ 6. My sister is responsible for... ■ 7. I thought of...

### Exercise 3-18: Putting Verbs in the Correct Tense or Form

Put each verb in parentheses in the best tense or form. Use the gerund when possible.

- Example:
- The girls (watch) television after (eat) dinner last night.  
*The girls watched television after eating dinner last night.*

- 1. While (sleep) last night, I (have) a bad dream. ■ 2. After (read) the book yesterday afternoon, the boy (fall) asleep. ■ 3. He (go) to the market this morning before (come) to school. ■ 4. We (like) (walk) to our village on weekends. ■ 5. The teacher (stop) the class last Friday because of Ali's (talk). ■ 6. Karim (detest) (take) his exams last June. ■ 7. Upon (arrive) in Mecca next week, my father (change) his money.

### Exercise 3-19: Translating French into English

Translate the sentences from French into English.

- 1. Il y a moins d'élèves ici cette année que l'année dernière. ■ 2. Combien d'élèves y a-t-il dans ta classe? ■ 3. Il y a quelques livres sur la table. ■ 4. A quoi ressemble ta sœur? ■ 5. Son frère joue au football et son cousin aussi. ■ 6. Je n'aime pas l'algèbre, et mes amis non plus. ■ 7. Il attend une lettre de sa mère depuis vendredi. ■ 8. Ils se préparent pour les vacances en Amérique depuis une année. ■ 9. Le professeur a dit qu'elle était allée à Zinder plusieurs fois. ■ 10. Le directeur a dit qu'il voulait donner des cours tous les mercredis après-midi.

# ■ Listening Comprehension

## Exercise 3-20: Answering Questions

Choose the best answer in each item. Do not write in this book!

1. Which of the following is given in the text as a cause for divorce?
  - a. The Koran.
  - b. Taking a second wife.
  - c. Fighting.
  - d. Children.
2. Children of divorced parents do badly in school because
  - a. they understand their father.
  - b. the new wife is not bad.
  - c. they go to bad schools.
  - d. they are unhappy.
3. Divorce is terrible for Muslim women because
  - a. their children are always with them.
  - b. the new wife is biting their children.
  - c. they are unhappy when their children are not with them.
  - d. they have to keep the children when the children are seven years old.
4. Divorce is
  - a. the end of a marriage.
  - b. taking a second wife.
  - c. fighting too much.
  - d. keeping the children when they are seven.

# ■ Writing

## A Letter of Congratulations

### Exercise 3-21: Writing a Letter of Congratulations

Your friend Issa and his wife Hadiza have just had a baby boy. They live in Nigeria, and you want to write them a letter of congratulations. The letter is started below.

Your address and today's date

B.P. XXX

....., Niger

November 19,

19XX

Dear Issa,  
Congratulations on the birth of your new son!  
How are you? I am fine.

**Step 1:** Copy the beginning of the letter with your address and the correct date.

**Step 2:** Complete the letter mentioning everything below. Remember! You are writing a letter. Do not number your questions and sentences.

### Questions :

1. His wife's health? ■ 2. The baby's health? ■ 3. The date and place of the naming ceremony? ■ 4. Your family. ■ 5. Your school work. ■ 6. Your favorite class in school this year. ■ 7. Congratulate them again. ■ 8. End with... *Your friend*, your name.

# CHAPTER FOUR

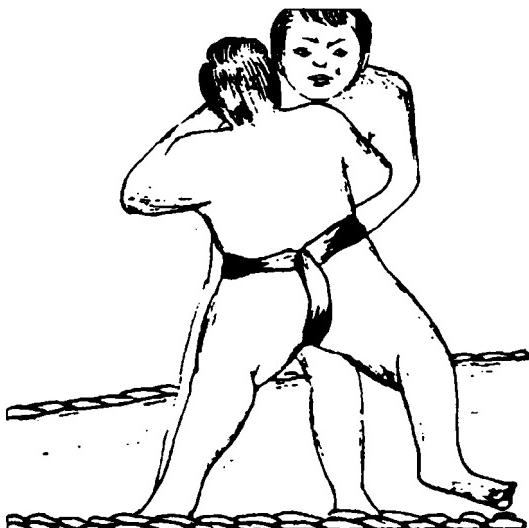
## The Sport of Wrestling

Wrestling is one of the oldest and most well-known sports in the world. Wrestling matches two people against each other as a sport and as a way to settle arguments. Some societies even use wrestling as a way to choose a woman's husband! In all forms of wrestling, wrestlers use techniques that we call *holds* to grasp their opponents and control them. Successful wrestling requires strength, speed, coordination, and intelligence. A clever wrestler can often defeat a stronger and heavier opponent.

There are more than fifty kinds of wrestling. Each has its own rules. Two of the most popular forms of wrestling are Greco-Roman and Freestyle. In Greco-Roman wrestling, a wrestler may not grab his opponent's legs or use any hold below the waist. In Freestyle wrestling, a wrestler may use his legs as scissors to grasp his opponent's arm or leg. Wrestlers receive points for skillfully making different holds. The match ends when a wrestler holds his opponent's shoulder to the ground for two seconds. Greco-Roman is more popular in Europe, and Freestyle is more popular in the United States. Japanese, Russian, and Turkish wrestlers are popular for their skills in both forms.

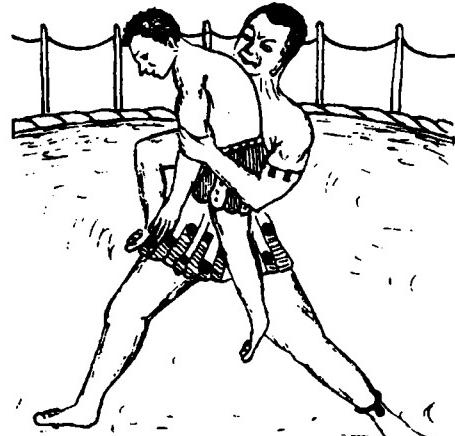


The Japanese have another form of wrestling that they call Sumo wrestling. Instead of holding an opponent to the ground, the Sumo wrestler tries to throw his opponent down or force him outside a 4.6 (four point six) meter circle.



In Africa there are many wrestling matches during the dry season after the harvest. Mbonu Ojike, who wrote a book called *My Africa*, describes the Nigerian tradition of wrestling...

Another kind of wrestling, which is more entertainment than sport, is professional wrestling. This kind of wrestling is very popular in the United States. Professional wrestlers wear fantastic costumes and use unusual names. Usually a "hero" is matched against a "villain," who may kick, bite, or hurt his opponent.



Wrestling is one of our most challenging sports, requiring great skill. We wrestle in order to teach young people skill, strategy, and quickness. There are three ways of defeating your opponent. First, you may surprise the opponent with an attack. You pick him up and lift him above the ground. Even a millimeter off the ground is enough. The judge names the winner. You let him fall. Second, you may give him a good push which forces him to lose his balance and fall. Third, you may manipulate him so cleverly that he turns his back while trying to avoid falling. You have won because turning one's back on an opponent is retreat, and retreat is defeat. A wrestling match takes place very quickly and requires more mental than physical strength.

Adapted from *My Africa* by Mbonu Ojike

### **Exercise 4-1: Answering Questions on the Text**

Answer each question using a complete sentence.

1. What is one of the most well-known sports in the world? ■ 2. In which form of wrestling, Freestyle or Greco-Roman, is the wrestler not allowed to grab the opponent below the waist? ■ 3. How does a wrestler win a Greco-Roman or Freestyle wrestling match? A Sumo wrestling match? ■ 4. Where do people practice Sumo wrestling? ■ 5. In professional wrestling, which person bites, kicks, and hurts? ■ 6. When do wrestling matches usually take place in Africa? ■ 7. According to Mbonu Ojike, is it more important to be strong or smart?
  
8. Describe the form of wrestling they practice in your village or town. ■ 9. Who is a popular wrestler in your country? How do you know about him? ■ 10. In your opinion, is it more difficult to lift someone up off the ground or to hold someone's shoulder on the ground? ■ 11. What is your favorite sport? Why?

### **Exercise 4-2: Making Questions About the Text**

Make questions for these answers.

1. Yes, it is. ■ 2. Holds. ■ 3. More than fifty. ■ 4. Yes, they do. ■ 5. Japanese, Russian, and Turkish wrestlers are. ■ 6. A hero and a villain. ■ 7. In Africa.

## **Vocabulary**

to avoid  
entertainment  
to grab

to hold  
an opponent  
to settle

skillfully  
a villain

well-known  
to wrestle

### **Exercise 4-3: Practicing the New Vocabulary**

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

**Example:** Ahmat is very good at sports; he plays football and (X).  
Ahmat is very good at sports; he plays football and wrestles.

1. If you have an argument with a friend, try to (X) it by talking, not by fighting. ■ 2. The child was furious, so he (X) his brother's pen. ■ 3. India's love movies are (X) in Africa. ■ 4. She is (X) the baby because he was crying. ■ 5. Sports are good (X). ■ 6. The police killed the (X) at the end of the movie. ■ 7. On a hot day, people (X) the sun. ■ 8. Mariama writes (X); everybody enjoys her stories. ■ 9. He lost the match because his (X) was stronger than he.

# ■ Pronunciation \_\_\_\_\_

## Fought vs. Thought

### Exercise 4-4: Sentences for Practice

Read the following sentences aloud. Pay special attention to the difference between the /f/ and /θ/ sound.

1. He was the **first** in the race. I'm not surprised at his **thirst**. (race = *course*) ■ 2. I'm surprised that they **fought**. I **thought** they were friends. ■ 3. They're **free**? Give me **three**!

# ■ Function \_\_\_\_\_

## Talking About Your Skills

I'm { **really good at** football.  
**terrible at** boxing.  
**not so good at** wrestling.

I'm **training in** high jumping.

<u>Sports</u>	<u>Person Who Does the Sport</u>	<u>Hobbies</u>	<u>Person Who Does the Hobby</u>
football	football player	cards	card player
swimming	swimmer	singing	singer
running	runner	drawing	artist
high jumping	high jumper	acting	actor
boxing	boxer	dancing	dancer
wrestling	wrestler		
basketball	basketball player		
horseback riding	horseback rider		
karate	karate expert		

### Exercise 4-5: Discussing Your Skills

With another student discuss your favorite sport and hobby. If it does not appear on the list ask your teacher for the name.

Student 1: What is your favorite { game, sport, hobby } ?

Student 2: \_\_\_\_\_.

Student 1: Oh, so you're a \_\_\_\_\_. How good are you at \_\_\_\_\_?

Student 2: \_\_\_\_\_.

Student 1: Have you ever tried \_\_\_\_\_?

Student 2: \_\_\_\_\_.

**Example:** Student 1: *What is your favorite sport?*

Student 2: *Boxing.*

Student 1: *Oh, so you're a boxer. How good are you at boxing?*

Student 2: *I'm pretty good at it.*

Student 1: *Have you ever tried wrestling?*

Student 2: *Yes, I have, but I'm terrible at wrestling.*

# ■ Expansion

## 1. Useful Phrases

**once upon a time** (*il était une fois*):

Once upon a time there was a very rich man.

**regard someone as** (*considérer quelqu'un comme*):

You will regard each other as equals and live happily ever after.

**that way** (*de cette manière*):

I have married you at the same time; **that way**, one of you cannot claim superiority over the other.

**to lose one's balance** (*perdre l'équilibre*):

Issa lost his balance and fell off his bike.

**to take place** (*avoir lieu*):

The ceremony will take place at the chief's house tonight at nine o'clock.

**to turn one's back on someone** (*tourner le dos à quelqu'un*):

Fati was angry with Maïmouna. When Fati saw Maïmouna, she turned her back on her and walked away.

**to match {somebody, something} against {somebody, something}** (*opposer {quelqu'un, quelque chose} à {un, une} autre*):

They matched the team from Bamako against the team from Dakar in the final game.

### Exercise 4-6: Practicing Useful Phrases

Complete the sentences with the phrases above. Replace each (X) with one word.

**Example:** I go to the market in the afternoon. (X) (X), I get better bargains.  
*I go to the market in the afternoon. That way, I get better bargains.*

1. Kantou (X) (X) and fell in the match against Kadadé. ■ 2. Ali's first marriage ceremony (X) (X) in his father's compound a long time ago. ■ 3. When Issa met his old enemy, he (X) (X) (X) on him and walked away. ■ 4. People (X) him (X) the finest football player in the world. ■ 5. (X) (X) (X) (X), there was a very wise man who had six children. ■ 6. I am afraid they are going to (X) our team (X) the strongest team. ■ 7. The teacher told the students to work hard. (X) (X), they could pass their exams.

## 2. Word Families

Noun	Verb	Adjective	Antonym	Adverb
an opponent	to oppose	opposing	—	—
success	to succeed	successful	unsuccessful	successfully
a skill	—	skillful	unskilled	skillfully
a requirement	to require	required	optional	—
quickness	—	quick	slow	quickly

### **Exercise 4-7: Practicing Word Families**

Choose the correct form of each word in parentheses.

**Example:** If you want to drive a car, you must meet many (required).  
*If you want to drive a car, you must meet many requirements.*

1. Moussa congratulated Ali on his (successsful). ■ 2. Hare is a very (quickness) animal.  
 ■ 3. Your (opposing) is someone who plays against you. ■ 4. There are many (skill) workers in the company. ■ 5. Wrestling (requirement) great skills. ■ 6. We want our players to have many different (skillful). ■ 7. The boy ran (quick) to school because he did not want to be late.

## ■ Grammar

### **1. Relative Clauses with That**

#### **Examples**

a.



The thief **that stole the radio** is in jail.

(*Le voleur qui a volé le poste de radio est en prison.*)  
 (= Thief Number One stole a radio yesterday. + He is in jail today.)

#### **Explanation:**

In example a, *that* is the relative pronoun and *that stole the radio* is the relative clause.

b.



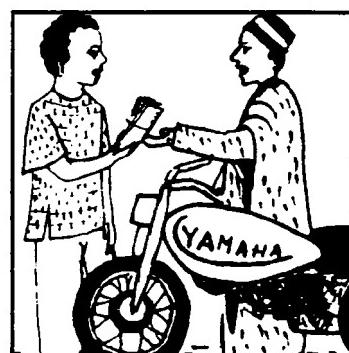
The sheep **that he stole** belonged to his neighbor.

(*Le mouton qu'il a volé appartenait à son voisin.*)  
 (= Thief Number Two stole a sheep. + The sheep belonged to his neighbor.)

#### **Explanation:**

In example b, *that* is the relative pronoun and *that he stole* is the relative clause.

c.



The thief bought a motorcycle with the money **that he stole**.

(*Le voleur a acheté une mobylette avec l'argent qu'il a volé.*)

(= Thief Number Three stole some money. + He bought a motorcycle.)

#### Explanation:

In example c, *that* is the relative pronoun and *that he stole* is the relative clause.

#### **Exercise 4-8: Understanding Relative Clauses**

Your teacher will read a sentence and ask a question. Choose the picture that answers the question. Then show the number of the picture by holding up one, two, or three fingers.

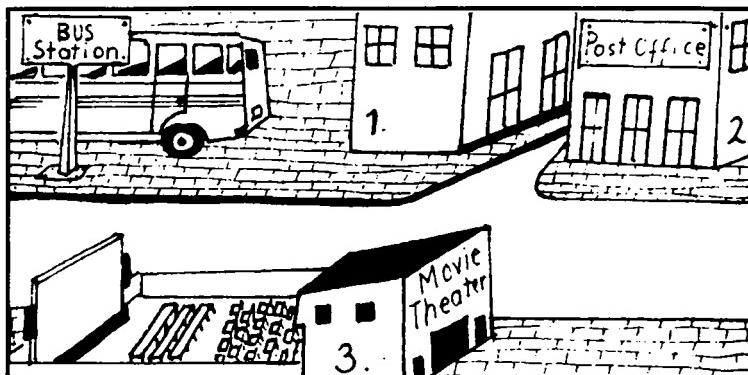
**Examples:** Teacher: The team that has the most points will win the prize (prize = *prix*). Which team will win?

1. Madaoua Maneaters 40 pts    2. Zinder Zombies 30 pts    3. Konni Kickers 45 pts

Students: (Hold up three fingers.)

Teacher: The team which is angry lost the tournament. Which team lost the tournament?

Students: (Hold up two fingers.)



Picture 1

3.



1.

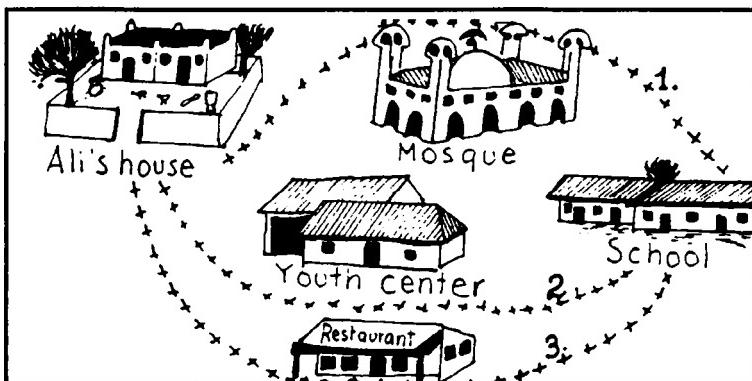


2.

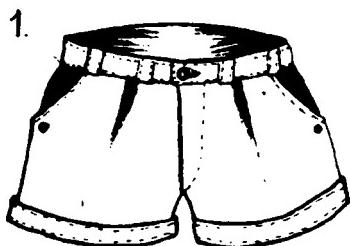


3.

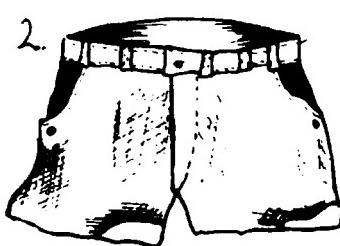
Picture 2



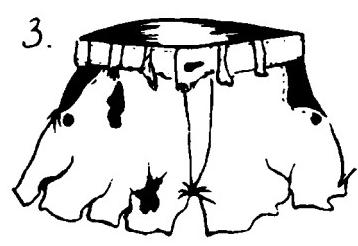
Picture 3



1.



2.



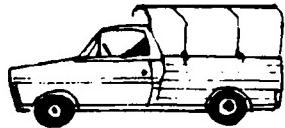
3.

Picture 4

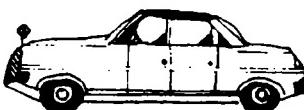


Picture 5

1. Peugeot



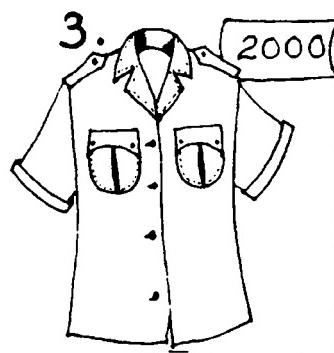
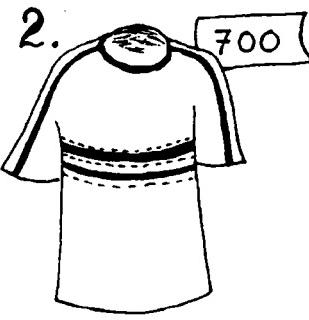
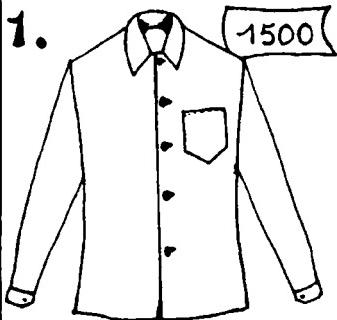
2. Mercedes



3. Toyota



Picture 6



Picture 7

**Exercise 4-9: Combining Two Sentences with a Relative Clause**

Answer the question in each item by combining the two sentences with a relative clause.

Examples:

- Rabiou read a book. It was about electronics. Which book was about electronics?  
*The book that Rabiou read was about electronics.*
- Somebody found the child. Mariama was looking for the child. Which child did somebody find?  
*Somebody found the child that Mariama was looking for.*

1. The player was happy. He scored a goal. Which player was happy? ■ 2. The doctor gave me some medicine. The medicine helped my stomach. Which medicine helped my stomach? ■ 3. The train leaves at 10:00. This train goes to Cotonou. Which train goes to Cotonou? ■ 4. We chose a boy as class president. He is very intelligent. Which boy is very intelligent? ■ 5. I read a book over the holiday. Chinua Achebe wrote the book. Which book did you read over the holiday? ■ 6. This is the street. The post office is on this street. Which street is this? ■ 7. The pen belonged to my brother. I lost the pen. Which pen belonged to my brother? ■ 8. In Sumo wrestling, one wrestler leaves the mat. This wrestler loses the match. Which wrestler loses the match? ■ 9. The woman is not here today. We usually buy oil from her. Which woman is not here today? ■ 10. Wrestling is a kind of sport. It requires great skill. Which kind of sport is wrestling? ■ 11. I took a photograph of a man. He asked me for money. Which man asked you for money? ■ 12. One wrestler has the most points. He wins the match. Which wrestler wins the match?

## 2. Relative Clauses with Who and Which

### Examples

- a. The thief **who** stole the radio yesterday is in jail today.  
*who* = a relative pronoun for people
- b. The goat **which** the man stole belonged to his neighbor.  
*which* = a relative pronoun for things

### Explanation:

We can replace the relative pronoun *that* with *who* or *which*. We use *who* for people and *which* for things.

### Exercise 4-10: Using Who and Which

Do Exercise 4-9 above, but use *who* or *which* instead of *that*.

#### Examples:

- a. Rabiou read a book. It was about electronics. Which book was about electronics?  
*The book which Rabiou read was about electronics.*
- b. Somebody found the child. Mariama was looking for the child. Which child did somebody find?  
*Somebody found the child who Mariama was looking for.*

### Exercise 4-11: Translating French into English

1. Issa cherche un taxi depuis quinze minutes. ■ 2. Il ressemble à son père. ■ 3. Aimez-vous la musique de Bob Marley, aussi? ■ 4. Il y a moins de joueurs de football que de lutteurs dans mon école. ■ 5. Mani est l'homme le plus fort que j'aie jamais vu. ■ 6. Le lutteur qui a gagné le combat se tient debout là-bas. ■ 7. Le garçon a saisi la chèvre qui est entrée dans le jardin. ■ 8. Le canari que Mariama laissa tomber se brisa. ■ 9. Les champs qui ont un sol pauvre requièrent beaucoup d'engrais (engrais = fertilizer). ■ 10. L'équipe que nous avons battue en finale était championne l'an passé (en finale = in the final match).

## ■ Listening Comprehension

### Exercise 4-12: Answering Questions

Choose the best answer in each item. Do not write in this book!

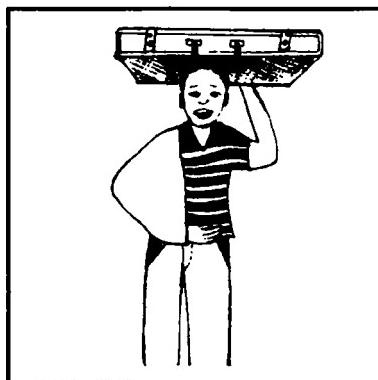
1. The people of Niger hold a wrestling match if
  - a. the men are strong.
  - b. it rains during December.
  - c. there is a good harvest.
  - d. there are intelligent wrestlers.
2. Each district chooses
  - a. more than ten wrestlers.
  - b. the tenth wrestler.
  - c. less than ten wrestlers.
  - d. ten wrestlers.
3. The wrestlers who wrestle in the final match
  - a. have lost ten matches each.
  - b. have not wrestled during the week.
  - c. have not lost a match during the week.
  - d. have lots of money and big swords.
4. Which of the following represents the best of Nigerien society?
  - a. December.
  - b. Strength and intelligence.
  - c. Watching TV.
  - d. A good harvest.

## Sentences with Relative Clauses

### Exercise 4-13: Writing Sentences with Relative Clauses

Write two sentences about each group of pictures. Use a relative clause in each sentence.

Examples:



- The man who broke his arm is carrying a box on his head.*
- The man who is carrying a box on his head has a broken arm.*





## Rick's First Professional Game

All his life, Rick has wanted to do one thing: play professional football—or "soccer", as the Americans call it. His dream has come true, and today Rick is playing his first professional soccer game. His team is the Boston Tea Men, and they are playing against the team from Washington. With only seven minutes to play, the score is three to three!

Both teams were in great shape<sup>1</sup>. Rick knew that if they were going to win now, it was going to be because of the skill<sup>2</sup> of the older players.

Just then Kevin separated from the group and started to run at top speed up the side of the field. Dennis saw him and knew he wanted the ball. He kicked the ball as hard as he could up the field. Kevin got it.

There were two Washington players between Kevin and the goal<sup>3</sup>, but he was not going to let them stop him. Anyone who looked at Kevin could see he had been playing for a long time. He almost danced around the two Washington players. Then he moved around in the goal area with more soccer skill than Rick had ever seen. It was a perfect play.

Kevin kicked the ball to the top left corner of the goal. The goalie<sup>4</sup> jumped for it. The goalie's fingers<sup>5</sup> just touched the side of the ball, but he could not stop it.

With less than five seconds left, the Tea Men were winning. They had won!

Rick just stood in the middle of the field and looked at the goal. The crowd yelled<sup>6</sup> and cheered<sup>7</sup> louder than before. The game was over and the Tea Men were number one.

Rick knew he would never feel like this again. No game would ever be so important to him. This had been his first game, and they had won.

As Rick walked off the field, some fans<sup>8</sup> called to him. Much to his surprise, they called him by name. He walked over to them to say hello. When he got there, they all asked him for his autograph.

Rick could not believe it. They really wanted his autograph. It was a great ending to a perfect night.

Adapted from *Soccer! How One Player Made the Pros* by Evelyn Kaatz, Little, Brown and Company, Boston & Toronto, 1981, pp. 68-71.

1. in great shape = en bonne condition physique

2. skill = habileté

3. goal = but

4. goalie = gardien de but

5. fingers = doigts

6. yell = crier

7. cheer = applaudir

8. fans = admirateurs

9. great = formidable

## 1. Using the Correct Tense

### Exercise A-1: Choosing the Correct Tense

Put the verb in parentheses in the best tense. Use the simple present, the present progressive, the simple past, the past progressive, the present perfect, or the future.

- Examples:**
- a. Mahamadou (spend) his vacation in Arlit last year.  
*Mahamadou spent his vacation in Arlit last year.*
  - b. He usually (weed) his garden on Tuesdays.  
*He usually weeds his garden on Tuesdays.*

1. When I met them, they (go) to the post office. ■ 2. People (wear) warm clothes in December. ■ 3. A bad accident (happen) on the main road last week. ■ 4. Look, Ali (not, listen) to the teacher ■ 5. It (be) cold since the beginning of this month. ■ 6. The teacher (punish) you next time. ■ 7. If you play with that new knife, you (cut) yourself. ■ 8. Where you (go) last month? ■ 9. He (play) on our team for three years. ■ 10. Two tourists (find) pieces of a plane in the desert in 1981. ■ 11. Moustapha and Ali (not, clean) the blackboard since the beginning of the year. ■ 12. Where you (be) last night?

### Exercise A-2: Writing Sentences About Mariama

Mariama is a student in the last year of high school.

Choose five facts about Mariama, and write three sentences about each fact. The first sentence must be in the simple past. The second must be in the present perfect with *for* or *since*, and the third must be in the simple present.

Facts About Mariama

Years Ago	Beginning of Condition (Simple Past)	Present Continuation of Condition (Present Perfect)
12	begin school	be a student
12	learn the national anthem (national anthem = <i>hymne national</i> )	know the national anthem
8	stop playing with her brother	not play with her brother
6	start studying English	study English
4	join the English club	be a member of the English club
4	learn to ride a bicycle	know how to ride a bicycle
3	become a high school student	be a high school student
2	sell her bicycle	not have a bicycle
2	buy a moped	own a moped

- Examples:**
- a. Fact: begin school
    1. *Mariama began school twelve years ago.*
    2. *She has been a student since 19—.*
    3. *She is a student now.*
  - b. Fact: learn the national anthem
    1. *She learned the national anthem in 19—.*
    2. *She has known it for 12 years.*
    3. *She knows it now.*

## 2. Making Questions and Answers

### Exercise A-3: Reviewing All Tenses

Put the verb in parentheses in the best tense. Use progressive tenses whenever possible.

**Examples:**

- a. Issa (learn) the national anthem by heart when he was in primary school.  
*Issa learned the national anthem by heart when he was in primary school.*
- b. I (try) to learn the multiplication tables by heart, but it is not easy.  
*I've been trying to learn multiplication tables by heart, but it is not easy.*

1. While he (talk) to his friend, his brother came in. ■ 2. That woman (argue) with her sisters for twenty minutes, and she is still angry. ■ 3. You (wash) the clothes yet? I need a clean shirt. ■ 4. If you do not follow the coach's directions, our team (lose). ■ 5. Be careful! Somebody (just, break) a glass in the kitchen. ■ 6. What goes up must (come) down. ■ 7. I (smell) something good. Is something cooking? ■ 8. The fisherman (fish) since this morning, but he (not, catch) anything yet. ■ 9. The policemen (listen) to the thief's story yesterday but they (not, believe) a word he said. ■ 10. Question: What has everyone seen, but no one (ever, see) again? Answer: Yesterday. ■ 11. The students (take) the BEPC when the storm began. ■ 12. Question: Can anyone (jump) higher than a thirty-meter wall? Answer: Yes. A wall cannot jump.

### Exercise A-4: Making Questions and Answers About Mariama

Use the plan below to ask your classmates questions about Mariama.

Student 1: When did Mariama \_\_\_\_\_?

Student 2: She \_\_\_\_\_ { in 19—.  
  — year(s) ago.

Student 1: I see. So how long has she...?

Student 2: She's \_\_\_\_\_ { for — year(s).  
  since 19—.

**Examples:** a. Student 1: When did Mariama begin school?

Student 2: She began school twelve years ago.

Student 1: I see. So how long has she been a student?

Student 2: She's been a student since 19—.

b. Student 1: When did Mariama learn the national anthem?

Student 2: She learned it in primary school twelve years ago.

Student 1: I see. So how long has she known it?

Student 2: She's known it for twelve years.

### Exercise A-5: Forming Questions

Make a question for each answer.

**Examples:**

- a. Three months. (He's lived in Zinder for three months.) How...  
*How long has he lived in Zinder?*
- b. No, he won't. (He won't be here tomorrow.) Will...  
*Will he be here tomorrow?*

1. In 1984. (She went to Mecca in 1984.) When... ■ 2. Yes, they have. (They have shown their passports.) Have... ■ 3. His father. (He's going to call his father up.) Who... ■ 4. For two hours. (He has slept for two hours.) How... ■ 5. Never. (I never eat in bed.) Do... ■ 6. At six o'clock. (The plane will take off for Dakar at six o'clock.) When... ■ 7. Sleeping. (He was sleeping when we arrived.) What... ■ 8. No, it didn't. (It didn't rain last week.) Did... ■ 9. It's close to Niamey. (Kollo is close to Niamey.) Where... ■ 10. Two days ago. (The party was two days ago.) When... ■ 11. Be quiet in class. (You must be quiet in class.) What... ■ 12. No, they cannot. (Ali and Moussa cannot speak Arabic.) Can...

### **Exercise A-6: Reviewing Tag Questions**

Give the right tag question for each sentence. Then give a true answer.

**Example:** The weather is cool in December.

Student 1: *The weather's cool in December, isn't it?*

Student 2: *Yes, it is.*

1. The Mandinkas believe seriously in their customs. ■ 2. They were not Christians.  
■ 3. Omoro has invited his neighbors to the ceremony. ■ 4. Gambia is not in East Africa.  
■ 5. The child will be a member of his tribe after the ceremony. ■ 6. The author, Alex Haley, once visited the village of his ancestors. ■ 7. A green light means "Go ahead." ■ 8. You can't read and sing at the same time. ■ 9. Alex Haley is a black American. ■ 10. The women were present at the beginning of the ceremony. ■ 11. Your sister doesn't go home on Wednesdays.  
■ 12. You've never seen an Eskimo.

### **Exercise A-7: Asking and Answering Questions**

Ask questions using the list of words below and *how much* or *how many*. Then answer the questions using *a few* or *a little*.

**Examples:** a. money

Question: *How much money do you have?*

Answer: *I have a little money.*

b. chickens

Question: *How many chickens do you have?*

Answer: *I have a few chickens.*

1. coffee ■ 2. sheep ■ 3. trees ■ 4. sisters ■ 5. paper ■ 6. friends ■ 7. chalk ■ 8. exercise books  
■ 9. hours of English ■ 10. time ■ 11. rice ■ 12. food

### **Exercise A-8: Practicing A, An, The, Some, and Any**

Replace each (X) with *a*, *an*, *the*, *some*, or *any* if necessary. Some (X)'s do not need to be replaced.

**Examples:** a. (X) boy bought a coconut in the market.

*The boy bought a coconut in the market.*

or

*A boy bought a coconut in the market.*

b. There are five (X) desks in the classroom.

*There are five desks in the classroom.*

1. There is (X) baobab tree in my compound. ■ 2. Do you have (X) money? ■ 3. They went to (X) market yesterday. ■ 4. Karim will buy (X) mangoes tomorrow. ■ 5. Ali likes to eat (X) pounded yam and sauce. ■ 6. (X) hunter killed (X) elephant. ■ 7. Miss Halima likes wearing (X) nice dresses to school. ■ 8. I do not want (X) more rice. ■ 9. The teacher gave us (X) more time to do our work. ■ 10. There is not (X) food left in (X) refrigerator. ■ 11. You have to be careful driving in (X) Niamey. ■ 12. Lagos is (X) very busy city. There are (X) lot of people there.

### 3. Making Comparisons

#### **Exercise A-9: Writing Sentences**

Write sentences following the examples.

**Examples:**    a. long

*The Chari River is long. The Niger River is longer than the Chari, but the Nile is the longest river in Africa.*

b. popular

*Basketball is popular. Wrestling is more popular than basketball, but football is the most popular sport in Chad.*

1. bad ■ 2. careless ■ 3. funny ■ 4. nice ■ 5. far ■ 6. good ■ 7. clever

## ■ Fun and Games

---

### 1. Riddles

What word begins with E and ends with E and contains one letter?

What is cleaner without washing; washing only makes it dirtier?

### 2. Idiomatic Expressions With *Like*

a. She eats like a horse. (She eats a lot.)

b. He eats like a bird. (He eats very little.)

c. She swims like a fish. (She swims very well.)

d. He works like a horse. (He works hard.)

e. She sleeps like a log. (She sleeps very deeply.) (log = *bûche*)

f. He runs like the wind. (He runs very fast.)

g. He drinks like a fish. (He drinks a lot.)

h. She feels / looks like a million bucks. (She feels / looks great.) (a buck = a dollar)

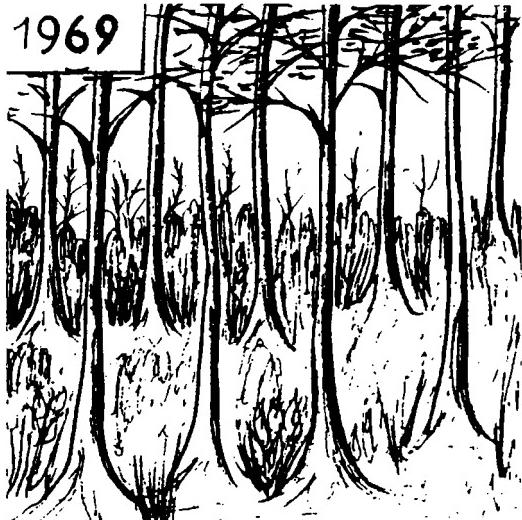
# CHAPTER FIVE

## Holding Back the Dunes

Oumarou was born in 1961 in Gassafa, a small village in the Sahel. When he was a little boy, the people of Gassafa lived prosperous and peaceful lives. Many trees formed a thick forest around the village. Not far from the village, there was a river in a wide valley, and the people were able to grow a variety of crops. Oumarou helped his father to harvest these crops at various times during the year.

Oumarou was a good student in primary school. He left Gassafa in 1973 to study in the middle school in a larger town nearby. He then went on to high school. In 1980 he received a scholarship to study in Dakar for four years. When he returned to Gassafa in 1984, he was shocked at what he saw.

The people had not taken care of their resources. They had been too busy enjoying themselves. They had cut down too many trees to provide firewood and to plant their farms, and they had not planted any new ones. Oumarou saw that the forest had almost completely disappeared, and that dunes had built up quickly around the valley. Without the trees, the winds had blown violently and frequently, and sand had filled the valley.



The water had disappeared, and crops did not grow as well as they had grown before.

While Oumarou was in Gassafa, the chief, seeing the danger in the situation, called a meeting of all the people. At the meeting they discussed what to do about the problem. After the meeting, Oumarou had to leave the village to continue his studies in France. He was not able to return to Gassafa until 1989. When he got back, he was very happy with what he saw.

During his absence, many things in Gassafa had changed. The people had planted thousands of trees inside and around the village, and they had taken good care of them. The valley itself had nearly returned to normal. Oumarou spoke with the chief, who told him: "When the authorities showed us the necessity of planting trees, we accepted their advice. On the dunes, we planted rows of trees which reduced the effect of the winds. We succeeded in keeping the dunes where they were. Now, because the dunes cannot move, our valley is safe, and we can grow crops at any time. We are sure that the water will not disappear again."

"Not only that," the chief continued proudly, "in five or six more years, we'll be able to cut some of the branches of the trees that we planted and sell the wood to people in other villages. This will bring money to Gassafa, and, as you know, everybody can use money!"



"Will you plant more trees on other dunes?" Oumarou asked.

"Yes," the chief replied. "There are some dunes not very far from here. The villagers have already decided to plant as many trees as they can before the beginning of the next rainy season. I'm sure that we will succeed in holding back the dunes."

#### **Exercise 5-1: Answering Questions on the Text**

Answer each question using a complete sentence.

1. Where was Oumarou born? ■ 2. Where is Gassafa? ■ 3. What did Oumarou do in 1973?
- 4. When did he go to Dakar? ■ 5. How long did he stay there? ■ 6. Why was he shocked when he returned to Gassafa in 1984? ■ 7. What did the chief do while Oumarou was in Gassafa? Why? ■ 8. Why did Oumarou have to leave the village after the meeting? ■ 9. Did he come back later? ■ 10. Was Oumarou happy when he came back from France? Why?
- 11. How did the people hold back the dunes in Gassafa?
- 12. How can you fight the desert? ■ 13. Are trees important? Why? ■ 14. How many trees have you planted? ■ 15. Do you know of any projects like this in your country?

#### **Exercise 5-2: Making Questions About the Text**

Ask the appropriate questions for these answers.

1. He was a good student in primary school in Gassafa. ■ 2. No, the valley was not far from the village. ■ 3. Because the forest had almost completely disappeared. ■ 4. Many things had changed. ■ 5. In order to reduce the effect of the winds. ■ 6. In five or six more years. ■ 7. Yes, the villagers are ready to plant more trees to hold back other dunes.

# Vocabulary

to blow (blew, blown)

prosperous

to succeed

various

to hold back (held)

to provide

to take care of (took, take)

wood

nearly

safe

thick

## Exercise 5-3: Practicing the New Vocabulary

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

**Example:** Planting trees helps to (X) the desert.

*Planting trees helps to hold back the desert.*

1. They saw (X) animals on their trip, for example, a giraffe, and elephant, and a lion.
- 2. The table is made of (X).
- 3. It is not (X) to drink dirty water.
- 4. The girl helps her mother to (X) her little brothers.
- 5. The off-season gardens (X) the students with vegetables.
- 6. The wind usually (X) before it rains.
- 7. The (X) trader has three cars.
- 8. That (X) book is a dictionary.
- 9. The girl is fourteen years eleven months old; that is to say, she is (X) fifteen.
- 10. If you (X) on the national exam, your family will be proud of you.

# Pronunciation

## Contractions

### Exercise 5-4: Practicing Contractions

Read each sentence. Make all possible contractions.

**Example:** They are here.

*They're here.*

1. He is a tall man.
- 2. They have got a baby girl.
- 3. We will see them tomorrow.
- 4. I am going now.
- 5. She cannot do it.
- 6. We must not fail.
- 7. You do not have to go.
- 8. The boy will do it.
- 9. That woman is angry.
- 10. That man has got a problem.
- 11. When we got there, he had already eaten.
- 12. She does not like bananas.

# Function

## Expressing Optimism and Pessimism

### Optimism

Kindo, Doka, and their friends are going dancing tonight. Kindo asks Doka what he thinks about the girls that they have invited. Doka is optimistic.

*Kindo:* Do you think that there will be enough girls?

*Doka:* I'm sure things will go well.

*Kindo:* The three girls next door don't usually go out dancing, you know.

*Doka:* Don't worry! They'll go out this time!

### Explanation:

You are optimistic when you expect something to go well.

## **Expressions of Optimism**

I'm sure things will go well.  
Don't worry.  
I'm sure we'll succeed!  
God's on my / our side.  
We can do it if we work together.  
No problem!

## **Pessimism**

Rabi took a test last week. It was terrible. She has not gotten her result yet. She seems very worried. Her father wants to know what grade she thinks she will get.

*Father:* Rabi! Come on! Your test wasn't as bad as that, was it?

*Rabi:* There's no way I passed that test!

*Father:* No possibility at all?

*Rabi:* I'm afraid it's hopeless. (hopeless = *sans espoir*)

### **Explanation:**

You are pessimistic when you expect something to be bad instead of good.

## **Expressions of Pessimism**

There's no way.  
I'm afraid it's hopeless.  
There's no hope!  
I can't believe that it will go well.  
There's nothing we can do.  
You might as well give up. (*Vous feriez mieux d'y renoncer.*)

### **Exercise 5-5: Expressing Optimism and Pessimism**

Work in pairs. Student 1 must show that he is optimistic. Student 2 must show that he is pessimistic.

**Example:** Your class has a big test tomorrow.

Optimist: *I'm sure we can pass!*

Pessimist: *It's going to be too difficult to pass.*

1. There is a big football game tomorrow. ■ 2. You have to take a test at the end of the year.
- 3. It's July, and you are thinking about the harvest. ■ 4. You are a candidate in the school election.
- 5. Your brother needs a job. ■ 6. You have bought a lottery ticket, and the lottery is tomorrow (lottery ticket = *billet de loterie*). ■ 7. Your sister is hoping to get a scholarship.

# ■ Expansion \_\_\_\_\_

## 1. Two-Word Verbs

### ■ New Separable Two-Word Verbs

**lift up** (*soulever*): The women **lift** the heavy buckets of water **up** and put them on their heads.

**throw down** (*jeter à terre*): The taxi driver **threw** the bags **down** from the taxi.

**leave out** (*omettre*): He got a bad grade on his homework because he **left** two questions **out**.

### ■ New Non-Separable Two-Word Verbs

**check on** (*aller voir*): Tassiou **checked on** Kalla the morning after the dance.

#### **Exercise 5-6: Using Pronouns with Two-Word Verbs**

Replace the underlined words in each sentence with pronouns. Make all necessary changes.

**Example:** She is picking up the pen.  
*She is picking it up.*

1. He cannot lift up his opponent's foot. ■ 2. There is no sugar in this cake. You left out the sugar. ■ 3. You must take off your hat when you go into the classroom. ■ 4. The boy got angry and threw his books down. ■ 5. From time to time, the woman checks on the baby. ■ 6. Would you please turn down the radio? ■ 7. She gave up smoking.

## 2. Go Back vs. Come Back



We use **come back** when the movement is in the direction of the speaker.



We use *go back* when the movement is away from the speaker.

## **Get Back**

We can usually use *get back* instead of both *come back* and *go back*. In this case it is an intransitive, non-separable two-word verb.

### **Examples of Go Back, Come Back, and Get Back**

- Our President went to a meeting in Lagos last week. He {came, got} back to Niamey yesterday.  
(*Notre President est allé à une réunion à Lagos la semaine dernière. Il est rentré à Niamey hier.*)
- My brother is visiting us, but he has to {go, get} back to his village soon.  
(*Mon frère nous rend visite mais il faut qu'il reparte pour son village bientôt.*)

### **Exception:**

When we use the imperative of *get back*, it is usually a warning (warning = *un avertissement*)  
For example: **Get back!** There's a truck coming!

*Get back* can also be a transitive, separable two-word verb. For example: I lent my book to a friend. I got it **back** yesterday. (*J'avais prêté mon livre à un ami. Je l'ai récupéré hier.*)

### **Exercise 5-7: Choosing Go Back or Come Back**

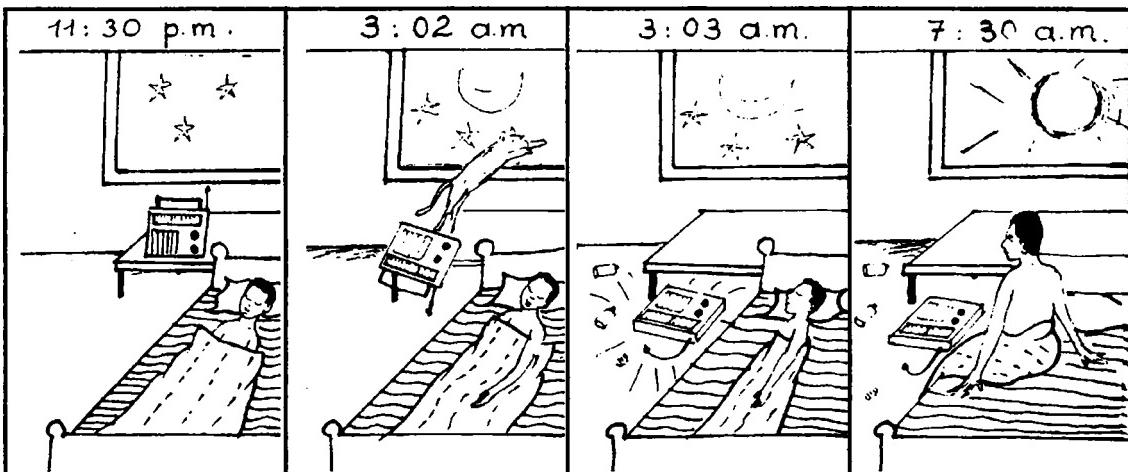
Replace the (X) in each sentence with the correct form of *go back* or *come back*. Do not use *get back* in this exercise.

**Example:** My sister went to Freetown last Tuesday, and she (X) last Friday.  
*My sister went to Freetown last Tuesday, and she came back last Friday.*

- The boy left for Canada two months ago. He will (X) next Saturday. ■ 2. The president went to Freetown last night, and nobody knows when he will (X) to this country. ■ 3. Sani left his book at home when he came to school this morning. He had to (X) to get it. ■ 4. Traoré, a Malian, has spent two weeks with us here in Zinder. He will (X) to Mali soon. ■ 5. My brother will (X) from Lagos next week. ■ 6. Amina forgot to buy onions at the market. She had to (X) and buy them. ■ 7. They went to Nairobi yesterday morning, and they will (X) here next week.

# 1. The Past Perfect

## One Night in Gassafa in 1993



### Affirmative Examples

- a. The radio **had fallen** on the floor before Oumarou woke up.

(*Le poste de radio était tombé par terre avant que Oumarou se réveille.*)

Subject 1 + Had + Past Participle (+ Complement) + Conjunction + Subject 2 + Past Tense (+ Complement)

The radio	had	fallen	on the floor	before	Oumarou	woke	up.
-----------	-----	--------	--------------	--------	---------	------	-----

- b. When Oumarou got back to the village, he saw that many things **had changed**.

(*Lorsque Oumarou rentra au village, il vit que beaucoup de choses avaient changé.*)

### Negative Examples

- c. The radio **had not fallen** on the floor before Oumarou fell asleep.

(*Le poste de radio n'était pas tombé par terre avant qu'Oumarou s'endorme.*)

- d. When Oumarou came back from Dakar, he saw that the people **had not taken** care of their resources.

(*Lorsque Oumarou rentra de Dakar, il vit que les gens n'avaient pas bien géré leurs ressources.*)

Contraction: *had not = hadn't*

### Interrogative Examples

- e. Question: **Had** the moon **come up** when Oumarou went to bed?

Answer: No, it *hadn't*.

- f. Question: What **had happened** when Oumarou got back?

Answer: The people *had planted* many trees.

### Explanation:

We use the past perfect tense to indicate that one action in the past preceded another action in the past.

## Expressions Used with the Past Perfect

**already + when:** Oumarou had already gone to bed when the moon came up.

**not yet + when:** The cat had **not** entered the house **yet when** Oumarou went to bed.

**yet + when:** Had the moon come up yet **when** Oumarou went to bed?

(questions)

**by the time:** By the time Oumarou left Gassafa for Paris, the people had held an important meeting.

**when:** Oumarou had been in Dakar for four years **when** he returned to Gassafa in 1984.

**after:** Oumarou woke up **after** the radio had fallen on the floor.\*

**before:** The radio had fallen on the floor **before** Oumarou woke up.

**because:** Oumarou was angry **because** the cat had broken his radio.\*

Remember that words like *when*, *after*, *before*, and *by the time* can come at the beginning or in the middle of a sentence.

For example:

**By the time** Oumarou left Gassara for Paris, the people had held an important meeting.

or

The people had held an important meeting by the time Oumarou left Gassafa for Paris.

***Exercise 5-8: Using the Past Perfect***

Put each verb in parentheses in the past perfect.

**Example:** The radio (not yet, fall) when Oumarou went to bed.

*The radio had not fallen yet when Oumarou went to bed.*

1. Biba (never, see) Ali when her father told her to marry him. ■ 2. Ali (be) a student in the university before he became a teacher. ■ 3. The thieves (already, go) away by the time the policemen arrived. ■ 4. The French (control) Niger for more than sixty years before it became independent. ■ 5. We had a drink after we (eat) some delicious meat. ■ 6. After they (study) their lessons, the students played cards. ■ 7. Fati and Goga (learn) to live with the drought when the rains came back to their village. ■ 8. Many people in Niger (not, watch) TV before 1976. ■ 9. We (not, understand) anything in the movie when it ended. ■ 10. The first time Ali saw a movie was in 1980. He (not, see) any movies before. ■ 11. Oumarou was shocked because during his absence, the people (not, take) care of their resources. ■ 12. The winds blew violently because the trees (disappear).

### **Exercise 5-9: Talking About the Past**

Look at the dialogue below. Student 1 makes a sentence and Student 2 replies.

Student 1: You know, Alio { got a good grade  
went to Paris  
ate an apple (apple = *pomme*)  
saw a movie  
smoked a cigarette  
helped his mother  
bought a bike } for the first time in 1987.

**Student 2:** The first and only time! He'd never \_\_\_\_\_ before 1987 and he's never \_\_\_\_\_ since.

\* Note that when we use *after* or *because*, the past perfect is in the same clause as the conjunction.

**Example:**

Student 1: *You know, Alio got a good grade for the first time in 1987.*

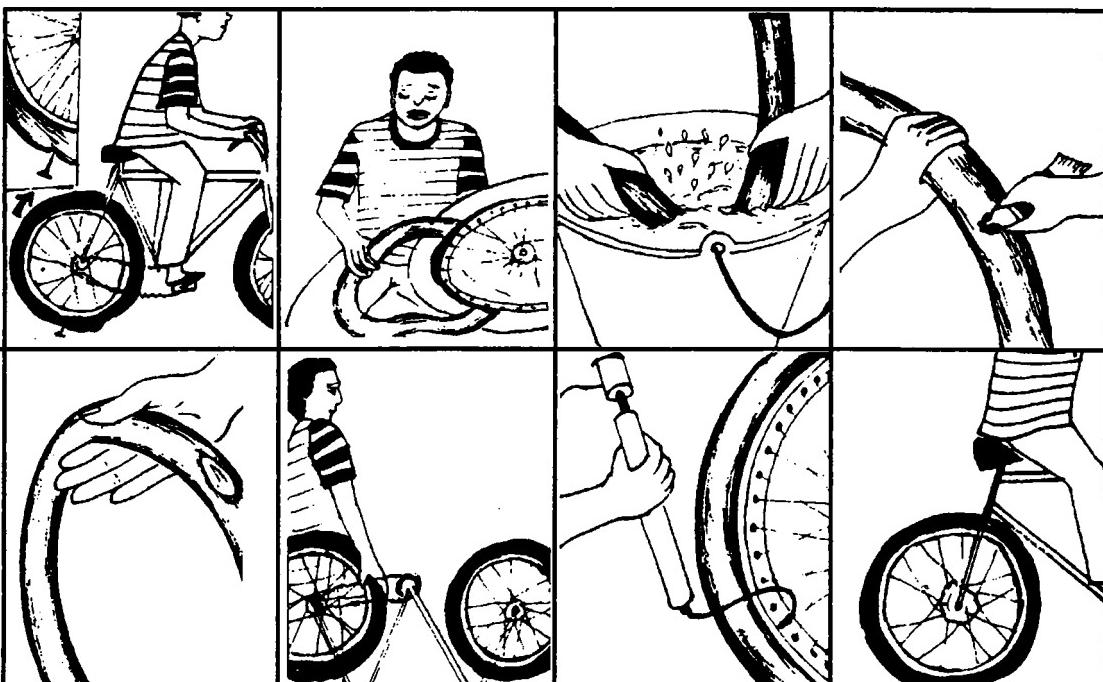
Student 2: *The first and only time! He'd never gotten a good grade before 1987 and he's never gotten a good grade since.*

**Exercise 5-10: Writing Sentences with the Past Perfect**

Follow the steps below.

**Step 1:** Study the pictures of Oumarou's misadventure and read the story silently.

**Oumarou's Flat Tire**



While he was riding to work yesterday, Oumarou rode over some broken glass. Then, he got a flat tire. "Rats," he said, and he got off his bike to repair it. First, he took the tire and inner tube off the wheel. Second, he removed the inner tube from the tire. Then he got a bucket of water to find the hole in the inner tube. Next, he applied glue to the area around the hole. He put a patch over the hole and put the tube back into the tire and the tire back on the wheel. Finally, he pumped the tire back up and was on his way.

**Step 2:** Make sentences about the story using the expressions on page 71. Use the simple past and the past perfect. **Careful!** You might need to change the order of the two sentence elements.

**Examples:** a. ride over some broken glass — get a flat tire.

*He had already ridden over some broken glass when he got a flat tire.*

or

*He had ridden over some broken glass before he got a flat tire.*

or

*He got a flat tire after he had ridden over some broken glass.*

or

*He had already ridden over some broken glass by the time he got a flat tire.*

b. start to remove the tire — get off his bike.

*He had already gotten off his bike when he started to remove the tire.*

or

*He had gotten off his bike before he started to remove the tire.*

or

*He started to remove the tire after he had gotten off his bike.*

or

*\*By the time he started to remove the tire, he had gotten off of his bike.*

1. take the tire off the wheel — get a bucket of water ■ 2. find the hole — put the tube under water ■ 3. find the hole — apply some glue ■ 4. put on a patch — apply the glue. ■ 5. put the patch on the tube — put the tube back into the tire ■ 6. pump the tire back up — ???  
■ 7. ??? — ???

## 2. Relative Clauses with Whose

### Examples

a. The man **whose radio the thief had stolen** went immediately to the police station.

(*L'homme dont le voleur avait volé le poste de radio est allé immédiatement au commissariat de police.*)

(= The man went immediately to the police station. + The thief had stolen the man's radio.)

b. The farmers **whose crops did not grow well** decided to plant a lot of trees.

### Exercise 5-11: Combining Sentences with Whose

In each item, answer the question by writing a sentence with a relative clause beginning with *whose*.

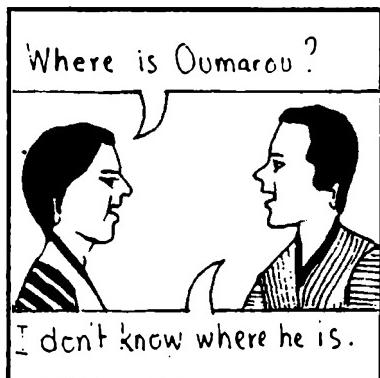
**Example:** Oumarou spoke to a friend. The friend's father had encouraged everybody to plant a tree.  
Which friend did Oumarou speak to?

*Oumarou spoke to a friend whose father had encouraged everybody to plant a tree.*

1. They took a student to the clinic. The student's leg was broken. Which student did they take to the clinic? ■ 2. A boy lost his pen. The boy's shirt is red. Which boy lost his pen?  
■ 3. I met a teacher. The teacher's wife is an American. Which teacher did you meet?  
■ 4. The young boy talked to a girl. The girl's mother helped women to bring up their children correctly. Which girl did the young boy talk to? ■ 5. The coach's team lost the match. The coach got angry. Which coach got angry? ■ 6. The wrestler talked on the television. The wrestler's opponent is stronger than he is. Which wrestler talked on the television?  
■ 7. A girl bought a new moped yesterday. The girl's mother is rich. Which girl bought a new moped yesterday?

### 3. Wh- Noun Clauses

#### Examples



- a. Question: Where is Oumarou?  
Answer: I don't know where he is.  
noun clause
- b. Question: How did the team win that game?  
Answer: How they won is a mystery.  
noun clause
- c. Question: Why do people get sick?  
Answer: Sometimes, we don't know why people get sick.  
noun clause

#### Explanation:

In every noun clause, the subject precedes the verb.

Example: Sometimes, we don't know why they get sick.

subject    verb

We can use *wh-* noun clauses in a variety of sentence types.

#### Examples

- I don't know **where he went.**
- I can't say **where he went.**
- She wants to know **where he went.**
- Where he went** is difficult to say.
- Where he went** made his mother angry.

#### Exercise 5-12: Asking and Answering Questions

Using *wh-* noun clauses is a good way not to give information. In this exercise, Student 1 asks a question, and Student 2 avoids answering directly.

Student 1: { Where  
              What  
              Why  
              When  
              Who  
             etc. } \_\_\_\_\_?

Student 2: { I don't want to tell you...  
             ...is none of your business.  
             Ask someone else...  
             Don't ask me...  
             God only knows...  
             I'll die before I tell you...  
             ...is very hard to say.  
             I have no idea...  
             ...doesn't concern you, does it?  
             etc.

- Example:** Student 1: *What are you going to do on Saturday?*  
Student 2: *I have no idea what I'm going to do on Saturday.*

### **Exercise 5-13: Practicing with Wh- Noun Clauses**

In each item below, answer the question using a *wh-* noun clause and the expression in parentheses.  
(The word *how* does not begin with *wh-*, but it is considered a *wh-* word.)

- Examples:**
- a. Where did Ali go? (I can't say...)  
*I can't say where he went.*
  - b. Where will they plant a tree? (...is up to them)  
*Where they will plant it is up to them.*

- 1. How does Mr. Mamadou drive? (...is none of your business.) ■ 2. Who has stolen my pen?  
(I can't tell you...) ■ 3. What did she offer Ali? (...is difficult to imagine.) ■ 4. Why do some young people leave the village? (...not easy to understand.) ■ 5. What time did the sun rise that morning.? (...is not easy to remember.) ■ 6. When will the English teacher give us a test? (We can ask Fati...) ■ 7. How did she buy that dress? (Don't ask me...)

### **Exercise 5-14: Translating French into English**

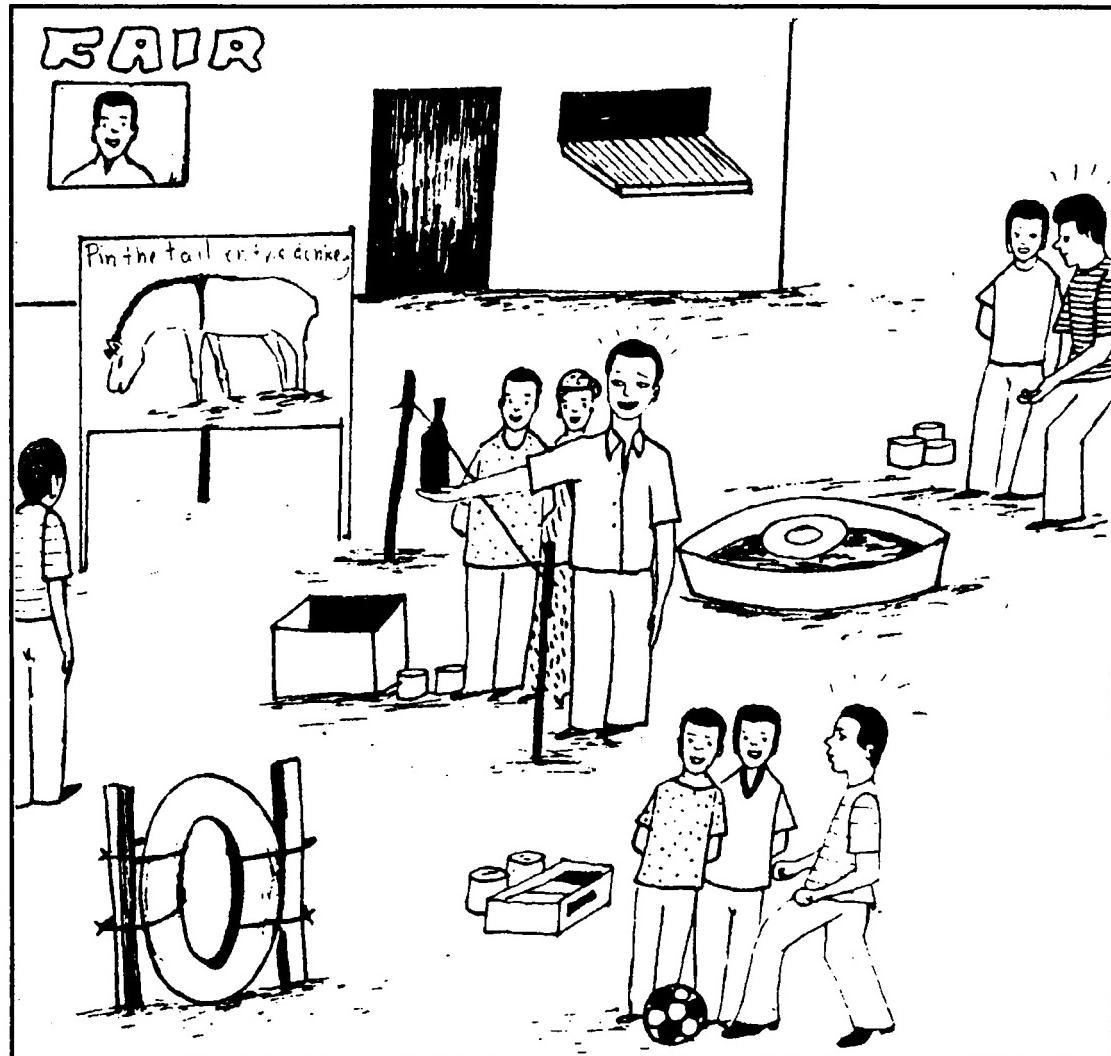
- 1. La voiture que nous avons vue hier n'est pas belle. ■ 2. L'homme dont tu as vu le fils est notre professeur d'anglais. ■ 3. Le chef avait fait une pause quand Omar lui posa sa question. ↗ ■ 4. Les élèves avaient balayé la classe quand le professeur arriva. ■ 5. Peux-tu me dire où il est parti? ■ 6. Où il est parti n'est pas notre affaire. ■ 7. Sais-tu pourquoi il n'est pas en classe? ■ 8. Cela ne me regarde pas. ■ 9. Elle avait déjà quitté sa maison quand le téléphone sonna.

## Reviewing Relative Clauses

### Exercise 5-15: Using Different Kinds of Relative Clauses

Look at the picture below. Write ten sentences with relative clauses about it: two with *who*, two with *which*, two with *that*, two with *whose*, and two more of your choice.

Example: *The boy who is going to kick the ball is not a professional.*



# CHAPTER SIX

## The Man and the Elephant

Once upon a time an elephant made friends with a man. One day there was a heavy storm, and the elephant went to his friend, who had a little hut in the forest. He told him, "My dear good man, could I please put my trunk inside your hut to keep it out of this heavy rain?"

The man replied, "My dear good elephant, my hut is very small, but there is room for your trunk and myself. Please put your trunk in gently."

The elephant thanked his friend and promised to return his kindness some day.

As soon as the elephant had put his trunk inside the hut, he slowly pushed his head inside, and finally pushed the man out into the rain. He then lay down comfortably in his friend's hut saying, "My dear good man, your skin is harder than mine. There is not enough room for the two of us. You can stay in the rain, while I stay inside the hut to protect my delicate skin."

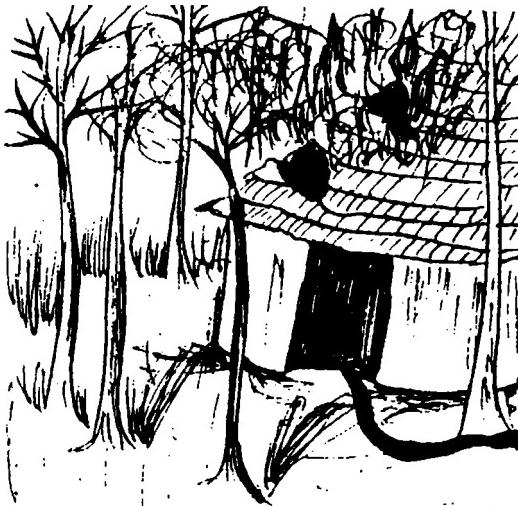
The man, seeing what his friend had done to him, started to complain. The animals in the forest heard the noise and came to see what the matter was. All of them were listening to the argument between the man and his friend, the elephant. At that moment, the lion arrived and roared in a loud voice, "Don't you all know that I am the king of the jungle? How dare you disturb the peace of my kingdom!"

The elephant, who was one of the high ministers in the jungle kingdom, replied, "My lord, there is no disturbance in your kingdom. I have only been having a little discussion with my friend about the possession of this little hut, which you see me occupying."

The lion, who wanted peace in his kingdom, replied in a noble voice, "I command my ministers to form a commission to look into this matter and write a report." He then turned to the man and said, "I appreciate your friendship with my people, especially with the elephant, who is one of my honorable ministers of state. Don't complain anymore. You haven't lost your hut. Wait until the meeting of my commission, and there you will have plenty of opportunity to state your case. I am sure that the report of the commission will please you."



These sweet words from the king of the jungle pleased the man, and he waited for his opportunity. He believed they would return the hut to him. But on seeing the commission, the man realized that every member of the group was an animal. He protested and said they should include a member from his side. They told him no man had enough education to understand the laws of the jungle. The commission met a few days later and made its decision. They finally declared that the elephant should continue to live in the hut because he could use the hut better than the man. The man could look for a place to build another hut which would be better for him.



The man built a new hut. This time, the Rhinoceros ordered him to leave. The man built a lot of huts, but every time he built a hut, an animal told him to leave it.

Then finally, the man built the biggest and the best hut a little distance away from the first one. The elephant was the first to enter this hut, then the rhinoceros, buffalo, hyena, and the other animals of the jungle poured into the hut. A big fight started. While they were fighting for the right to live in the hut, the man set the hut on fire and it burned to the ground. Then the man said to them, "Peace is expensive, but it is worth the expense."

Adapted from *The Gentlemen of the Jungle*  
by Jomo Kenyatta

### **Exercise 6-1: Answering Questions on the Text**

Answer each question using a complete sentence.

1. Did the elephant make friends with the man? ■ 2. Who did the elephant go to see? Why?
- 3. What did the elephant ask the man? ■ 4. Did the elephant thank the man? ■ 5. Did the elephant and the man stay together in the hut? Why or why not? ■ 6. What did the king of the jungle ask his ministers to do? ■ 7. Was the commission fair? (fair = *juste*) Why or why not? ■ 8. What did the commission decide? ■ 9. Was the man happy with the commission's decision? ■ 10. Why did the man burn down the hut?
  
11. How do you feel when someone takes something that belongs to you? ■ 12. When the British arrived in Kenya, they took all the best farm land and sent the Kenyans away to live on the poor land. What similarities do you see between that and this story? ■ 13. If your neighbor can produce more on your field than you can, should you give him your field? Why or why not?

## **Exercise 6-2: Making Questions About the Text**

Ask the appropriate questions for these answers.

1. No, he built it in the forest. ■ 2. The elephant did. ■ 3. He started to complain. ■ 4. They were all listening to the argument. ■ 5. Because there was no one from his side on the commission. ■ 6. Because no man could understand the jungle laws. ■ 7. He ordered the man to leave the hut. ■ 8. Because he wanted peace.

## **Vocabulary**

to burn (burnt or burned)  
to disturb  
to lie down (lay, lain)

peace  
to realize

to please  
a right

a trunk  
worth

## **Exercise 6-3: Practicing the New Vocabulary**

Replace each (X) using the words above. Do not repeat any word. You may need to change the form of a verb or make a noun plural.

**Example:** An elephant's nose is its (X).  
*An elephant's nose is its trunk.*

1. That new Peugeot is (X) a lot of money. ■ 2. Students have the (X) to ask the teacher questions. ■ 3. Wood (X) easily. ■ 4. When countries are not fighting, we have (X). ■ 5. The girl could not study because her brother's radio (X) her. ■ 6. When the student had arrived at school, she (X) that her books were at home. ■ 7. The players' success (X) the coach. ■ 8. He felt tired, so he (X) for a few minutes.

## **Pronunciation**

### **She vs. See: Sentences for Practice**

1. She can see you. 2. It's a shame they're wearing the same color. 3. On the ship, they sip tea. (sip = siroter) 4. I saw it myself. It's on the shelf.

## **Expansion**

### **1. Useful Phrases**

**to provide somebody with something** (*fournir quelque chose à quelqu'un*):

Trees provide people with firewood.

**to be shocked at** (*être choqué*):

When Oumarou returned to Gassafa in 1984, he was shocked at what he saw.

**on doing something** (*en faisant quelque chose*):

On seeing how the accident happened, Ali gave up drinking.

**the right to do something** (*le droit de faire quelque chose*):

Parents have the right to punish their children.

**to turn to somebody** (*se tourner vers quelqu'un*):

Ali turned to the man and told him something.

**plenty of** (*bien assez de, en abondance*):

There was plenty of food at the party, so everybody ate well.

**How dare you...!** (*Vous osez!:*)

How dare you take his money!

### **Exercise 6-4: Practicing Useful Phrases**

Complete the sentences with the phrases above. Replace each (X) with one word.

**Example:** He (X) (X) Mamane and gave him a cup of coffee.

*He turned to Mamane and gave him a cup of coffee.*

- 1. Everyone has (X) (X) to ask his father for money. ■ 2. The teacher (X) the pupils (X) exercise books last week. ■ 3. In May there are (X) (X) mangoes in the market.
- 4. Everybody (X) (X) the nurse's death last week. ■ 5. (X) (X) (X) come to school without your books! ■ 6. (X) hearing the news of her brother's death, she started crying.
- 7. There was (X) (X) meat on Tabaski last year.

## **2. Word Families**

Noun	Verb	Adjective	Antonym	Adverb
a pleasure	to please	pleasant	unpleasant	pleasantly
a burn	to burn	burned	—	—
violence	—	violent	non-violent	violently
frequency	—	frequent	infrequent	frequently
danger	to endanger	dangerous	safe	dangerously
safety	to save	safe	unsafe	safely
an expense	to expend	expensive	cheap	expensively

### **Exercise 6-5: Practicing Word Families**

Choose the correct form of the word in parentheses.

**Example:** Moussa's car is very (to expend).

*Moussa's car is very expensive.*

- 1. Uncle Halidou had a lot of (expensive) for his first son's marriage. ■ 2. The hunter (safety) the two boys from a dangerous animal. ■ 3. It is (danger) to swim in a river full of crocodiles.
- 4. The wind blows (violence) during a storm. ■ 5. Ali (frequent) visits his friends on weekends. ■ 6. It was a great (pleasant) for Ali and Mariama to see each other in France.
- 7. The woman has a (burned) on her arm.

## **■ Grammar**

### **1. Tell vs. Say**

#### **Tell**

##### **Examples**

- He told her his name.
- They are telling him a joke.
- We will tell them not to go away.

##### **Explanation:**

The verb *tell* must have an indirect object:

- He told her his name.

### Exceptions:

- In some special cases we can use the preposition *to* with *tell*:  
**e.** He told { a joke, a story } **to** the children.
  - With words like *story* or *joke* the indirect object is not necessary:  
**f.** *He told a joke.*

— Say

## **Examples**

- a. She said something.
  - b. She said something to him.
  - c. They always say "Hello!".
  - d. They always say "Hello!" to each other.

### **Explanation:**

- With the verb *say*, the indirect object is not necessary:
    - e. He said “goodbye.”
  - If we have an indirect object, we must use the preposition *to*:
    - f. He said “goodbye” *to* her.

### **Exercise 6-6: Choosing Say or Tell**

Replace the (X) in each sentence with *said* or *told*.

**Examples:**      a. They (X) something funny to Sanda.  
*They said something funny to Sanda.*

b. We (X) them a joke.  
*We told them a joke.*

1. Fati (X) Ali to keep Issa away from the fire. ■ 2. Maïmouna (X) mangoes were very expensive. ■ 3. They (X) the driver to reduce his speed. ■ 4. The elephant (X) there was no disturbance of the peace. ■ 5. I (X) the boy to get something good but not expensive. ■ 6. Moussa (X) that Kantou was a famous wrestler. ■ 7. Gaston (X) Sidi not to stand outside. ■ 8. Ousmane (X) the Japanese wrestling match was funny. ■ 9. The teacher (X) his students to do the exercise at home. ■ 10. Fati (X) the commission was wrong. ■ 11. Moussa (X) his brother not to complain any more. ■ 12. Issaka (X) the teachers could make a good decision.

## **2. Reported Speech: Affirmative and Negative Statements**

Mariama is going to fly to Lagos. Last Tuesday, she went to the airline office to buy her ticket.

### **Affirmative Example**

**Direct Speech:** The agent said to Mariama, "Your ticket is ready."

**Reported Speech:** The agent told Mariama that her  
① ② ③  
ticket was ready.  
④



**Notes:** In changing direct speech to reported speech, we must pay attention to four things:

- ① The main verb: *said* to or *told* (other verbs are also possible).
- ② The connecting word: *that*.
- ③ Pronouns and possessive adjectives: *your ticket* changes to *her ticket* in this example.
- ④ The verb tense: In this example, *is* changes to *was*.

## **Negative Example**

**Direct Speech:** Aïchatou said, “I don’t like to pound millet.”

**Reported Speech:** Aïchatou said that she did not like to pound millet.

## **Command Examples**

**Direct Speech:** The teacher told Ali, “Write the answer on the blackboard.”

**Reported Speech:** The teacher told Ali to write the answer on the blackboard.

**Direct Speech:** I said to my little sister, “Don’t touch my things!”

**Reported Speech:** I told my little sister not to touch my things.

## **Examples of Tense Changes in Reported Speech**

a. **Direct:** The agent said, “The trip takes one hour.”

**Reported:** The agent said that the trip took one hour.

Simple present: *takes* → Simple past: *took*

b. **Direct:** Mariama said to the agent, “I have never been to Lagos before.”

**Reported:** Mariama told the agent that she had never been to Lagos before.

Present perfect: *have never been* → Past perfect: *had never been*

c. **Direct:** The agent explained to Mariama, “They will give you a soft drink during the flight.” (flight = vol)

**Reported:** The agent explained to Mariama that they would give her a soft drink during the flight.

Future: *will give* → Future from past: *would give*

d. **Direct:** The agent said, “I went to Lagos in 1987.”

**Reported:** The agent said that she had gone to Lagos in 1987.

Simple past: *went* → Past perfect: *had gone*

## **Other Verb Changes**

### **Direct Speech**

*Must + verb* →

*Is going to + verb* →

*May + verb* →

*Can + verb* →

*Should + verb* →

*Ought to + verb* →

*Would like to + verb* →

### **Reported Speech**

*Had to + verb*

*Was going to + verb*

*Might + verb*

*Could + verb*

*Should + verb*

*Ought to + verb*

*Would like to + verb*

### **Exercise 6-7: Practicing Tenses in Reported Speech**

Practice reported speech in groups of two.

- Student 1: { I visit my cousin every day.  
 I have visited my cousin twice.  
 I visited my cousin in 1987.  
 I will visit my cousin soon.  
 I may visit my cousin soon.  
 I should visit my cousin soon.  
 I have to visit my cousin soon.  
 I'm going to visit my cousin soon.

Student 2: She / he said that she / he \_\_\_\_\_ her / his cousin \_\_\_\_\_

**Examples:** a. Student 1: *I may visit my cousin soon.*

Student 2: *She said that she might visit her cousin soon.*

b. Student 1: *I am going to visit my cousin soon.*

Student 2: *She said that she was going to visit her cousin soon.*

### **Exercise 6-8: Practicing Direct and Reported Speech**

Put the following sentences into reported speech.

**Examples:** a. Mariama said to the agent, "Could you help me?"

*Mariama asked the agent to help her.*

b. The agent said to Mariama, "There is a plane at 10:00."

*The agent told Mariama that there was a plane at 10:00.*

1. Mariama said, "I must get ready." ■ 2. The agent said to Mariama, "Don't waste too much time." ■ 3. The agent said to Mariama, "Go and buy your ticket." ■ 4. Mariama said to the agent, "I'm going to buy it." ■ 5. Mariama said, "I have been to Lagos twice." ■ 6. The agent said, "I think Lagos is an exciting city." ■ 7. Mariama said, "I will have a good time in Lagos."

### **Exercise 6-9: Practicing Reported Commands and Statements**

Change each item below to reported speech. You may want to review the lesson on page 29.

**Examples:** a. The rabbit said to the dog, "Catch me if you can."

*The rabbit told the dog to catch him if he could.*

b. The little girl said to the teacher, "I didn't do my homework."

*The little girl told the teacher that she had not done her homework.*

1. Ali told me, "Do not disturb the class." ■ 2. Moussa said, "I can see two boys over there." ■ 3. The elephant said, "I have been having a little discussion with my friend." ■ 4. Mother told Fati, "Make a fire to cook lunch." ■ 5. Ousmane said, "Kantou always throws his opponent down." ■ 6. She told me, "Do not water the garden at midday." ■ 7. Ali said, "I want to find out where Safia lives." ■ 8. He told his friend, "Leave your shoes at the door." ■ 9. The lion said to the man, "Do not complain anymore." ■ 10. The man said to them, "Peace is worth the expense." ■ 11. She told Moussa, "Mamane does not eat yams at all." ■ 12. Marie said, "Fadel cannot use the new machine."

### **Exercise 6-10: Translating French into English**

1. Moussa a dit, «J'ai rencontré Fati au marché hier.» ■ 2. Le professeur a dit qu'il n'irait pas en vacances dans sa voiture. ■ 3. Maman a dit à Fati de bien laver les légumes. ■ 4. Les arbres protègent le sol et attirent la pluie. ■ 5. Cette voiture est plus chère que celle de mon oncle. ■ 6. Ali a dit qu'il acheterait un vélo dans une semaine. ■ 7. Cet enfant a dit qu'il n'avait pas lutté avec son grand frère. ■ 8. L'homme a dit qu'il devait chercher son frère. ■ 9. Le "Sumo" est une lutte japonaise. ■ 10. Beaucoup de personnes étaient au baptême d'Ousmane.

## **■ Listening Comprehension**

### **Exercise 6-11: Answering Questions**

Choose the best answer in each item. Do not write in this book!

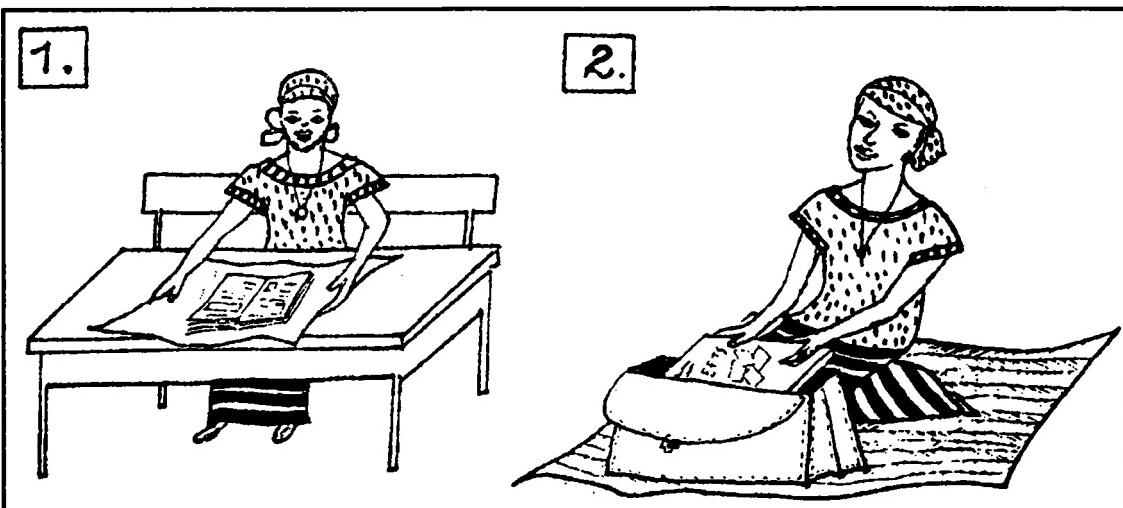
1. When Hare and Hyena first saw each other,
  - a. they were very happy.
  - b. they were very old.
  - c. they stayed apart for a long time.
  - d. they got something to eat.
2. When Hyena came back with some food,
  - a. Hyena's children ate it.
  - b. Hare ate it with Hyena's children.
  - c. Hare told Hyena's children it was for them.
  - d. Hare took it to his family.
3. When Hyena was told that Hare had been taking all the food with him,
  - a. Hyena was not surprised.
  - b. Hyena set fire to Hare's house.
  - c. Hyena was angry with Hare.
  - d. Hyena bit Hare.
4. Hyena and Hare did not stay good friends because
  - a. Hare became furious.
  - b. they fought.
  - c. Hare could hardly walk.
  - d. they talked about old times.

## **■ Writing**

### **A Simple Deductive Paragraph**

You can write a good paragraph in English. Just follow these steps:

**Step One:** Discuss the pictures with your class.



3.



**Step Two:** Write a paragraph plan.

### **Title: Hassana and Her Books**

**General Idea:** Hassana takes good care of her school books.

**Fact Number One** - (one or two sentences):

**First**, she puts paper covers on all her books. These covers protect the books from dirt and sweat. (sweat = *sueur*)

**Fact Number Two** - (one or two sentences):

**Second**, she always carries her books in a school bag.

**Fact Number Three** - (one or two sentences):

**Finally**, she never writes in her school books. That way, her books will stay clean for the future students of Niger.

**Step Three:** Write the final paragraph.

### **Hassana and Her Books**

Hassana takes good care of her books. **First**, she puts paper covers on all her books. These covers protect the books from dirt and sweat. **Second**, she always carries her books in a school bag. **Finally**, she never writes in her school books. That way, her books will stay clean for future students.

Now you do it:



→ Plan → Paragraph

### **Exercise 6-12: Writing a Simple Deductive Paragraph**

Follow the steps below.

**Step One:** Discuss the pictures with your class.



**Step Two:** Write a paragraph plan.

**Title:** .....

**General Idea:** Housseina is very careless with her school books.

**Fact Number One - (one or two sentences):**

**First,** .....

**Fact Number Two - (one or two sentences):**

**Second,** .....

**Fact Number Three - (one or two sentences):**

**Finally,** .....

**Step Three:** Write the final paragraph.

#### **Housseina and Her Books**

Housseina is very careless with her school books. **First,** .....

**Second,** .....

..... **Finally,** .....

# CHAPTER SEVEN

## The Case of Natty Nat

Mr. and Mrs. Brown lived in Idaville. They had one child whom everyone called Encyclopedia. An encyclopedia is a book which gives information on all branches of knowledge. The boy's head was like an encyclopedia. He was like a complete library walking around in sneakers. His father asked him more questions than anyone else. Mr. Brown was the chief of police of Idaville. Idaville, however, only looked like a usual American town. It was, really, most unusual. For nearly a whole year no criminal had escaped arrest. This was partly because the town's policemen were clever and brave. But mostly it was because Chief Brown was Encyclopedia's father. It was Encyclopedia who solved his hardest cases. The boy was the mastermind behind the town's police.

One evening at dinner, Mr. Brown said, "Natty Nat has struck again. He has held up another store, right here in Idaville."

"Which store, Dad?" asked Encyclopedia.

"The Men's Shop, owned by Mr. Dillon and Mr. Jones," answered Mr. Brown.

"Are you sure the robber was Natty Nat?" asked Encyclopedia.

"Mr. Dillon himself said it was Natty Nat," replied Mr. Brown.

He pulled a notebook from his pocket, to read what Mr. Dillon had told him about the hold up. Encyclopedia closed his eyes to get ready to think hard.



His father began to read:

*I was alone in the store. I did not know anyone had come in. Suddenly a man's voice told me to raise my hands. I looked up then. I was face to face with the man the newspapers call Natty Nat. He had on a gray coat with a belt in the back, just as the newspapers had said. He told me to turn and face the wall. Since he had a gun, I did as he said. When I turned around again, he was gone with all the money.*

When Chief Brown had finished reading his notebook, Encyclopedia asked only one question: "Did the newspapers ever print a picture of Natty Nat?"

"No," answered his father, "but everyone in the town knows he always wears that gray coat with the belt in the back."





Suddenly Encyclopedia opened his eyes. "The only reason Mr. Dillon thought it was Natty Nat was that gray coat!" he said. "The case is solved."

"There was no hold-up at The Men's Shop," said Encyclopedia. "Nobody robbed Mr. Dillon, Dad. He lied from beginning to end."

"I guess Mr. Dillon stole the money. He didn't want his partner, Mr. Jones, to know it was missing," said Encyclopedia. "So Mr. Dillon said that Natty Nat had robbed him because he had read all about Natty Nat in the newspapers. He knew Natty Nat always wore a gray coat with a belt in the back when he held up stores."

"Mr. Dillon knew it would sound much better if he could blame his hold-up on Natty Nat, whom people have heard about," Encyclopedia said. "According to his story, Mr. Dillon never saw the back of the man who held him up. He only saw the front of the hold-up man. If his story is true, he had no way of knowing that the man's coat had a belt in the back."

"He stole money from his own store and from his partner, too," cried Chief Brown. "And he nearly got away with it!"



Adapted from *Encyclopedia Brown, Boy Detective*, by Donald J. Sobol

### **Exercise 7-1: Answering Questions on the Text**

Answer each question using a complete sentence.

1. Who is Encyclopedia? ■ 2. Why did people in Idaville call him Encyclopedia? ■ 3. What is Mr. Brown's job in the town? ■ 4. Do you think that Mr. Brown needs Encyclopedia's help in his job? Why or why not? ■ 5. Why did Encyclopedia close his eyes? ■ 6. Who did Mr. Dillon say had held up his store? ■ 7. Did Encyclopedia believe what Mr. Dillon had said? ■ 8. Was Natty Nat the real robber of Mr. Dillon's store? ■ 9. Who stole the money from the shop? ■ 10. How did Encyclopedia know that Mr. Dillon was the thief? ■ 11. What was Mr. Brown going to do to Mr. Dillon?
  
12. Has anybody ever stolen anything from you? ■ 13. What do detectives do? ■ 14. How do detectives catch thieves?

## **Exercise 7-2: Making Questions About the Text**

Ask the appropriate questions for these answers.

1. That Natty Nat held up Dillon's shop. ■ 2. A gray coat with a belt in the back. ■ 3. To turn and face the wall. ■ 4. He asked only one question. ■ 5. Mr. Dillon did. ■ 6. Because he had read all about Natty Nat in the newspapers. ■ 7. Mr. Jones is.

## **Vocabulary**

a belt	to have...on	to rob	to strike (struck, struck)
to escape	to hold...up	to solve	the whole
to get away with			

## **Exercise 7-3: Practicing the New Vocabulary**

Replace each (X) with one word. Use the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

**Example:** That girl (X) a pretty dress (X).  
*That girl has a pretty dress on.*

1. Can you (X) the problem? ■ 2. The man stole 3,000 francs, but he will not (X)(X)(X) it. The police will catch him. ■ 3. The snake (X) at the man and bit him. ■ 4. The thief (X) after he took all the money. ■ 5. The villain is (X) the shop (X). ■ 6. The villain is (X) the shop. ■ 7. At noon in the Sahel, it is hot the (X) year. It is rarely cold. ■ 8. He is wearing a (X) to keep his pants up.

## **Expansion**

### **1. False Cognates**

Cognates are words in two different languages that look alike, sound similar and have the same origin. They help students understand English words by their similarity to French words. Some words are **false cognates** (*faux amis*). These words look and sound alike in French and English but mean **different** things. Here are a few examples of false cognates. Memorize this list.

#### **French**

<i>actuellement</i> - at the present time
<i>assister à</i> - to attend; to be present
<i>attendre</i> - to wait for
<i>blesser</i> - to wound
<i>décevoir</i> - to disappoint

#### **English**

≠ <i>actually (réellement)</i> - in reality
≠ <i>assist (aider)</i> - to aid; help
≠ <i>attend (assister à)</i> - to be present at
≠ <i>bless (bénir)</i> - to make holy
≠ <i>deceive (tromper)</i> - to mislead

## **Exercise 7-4: Using False Cognates**

Replace the (X) in each sentence with the best word from the list below.

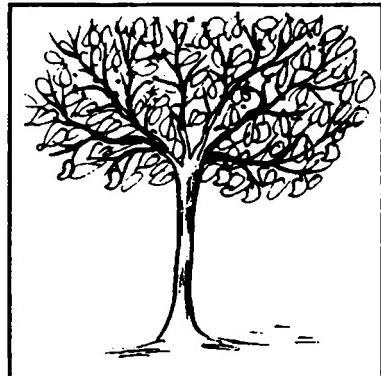
actually      attend      deceive      assist      bless

1. Nurses (X) doctors with the patients. ■ 2. We (X) the dance last night. ■ 3. Hare (X) Hyena in many folk tales. ■ 4. I don't (X) know where Mamadou lives. ■ 5. The marabout (X) the water before giving it to the baby.

## 2. Compound Nouns

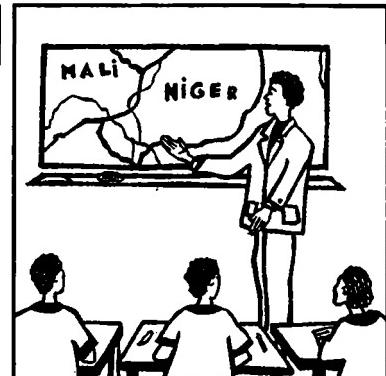
### The Meaning of Compound Nouns

a.



A **mango tree** is a **tree** which produces mangoes.

b.



A **geography teacher** teaches geography.

#### Explanation:

In compound nouns, the second noun is the principle noun. The first noun modifies the second noun.

#### **Exercise 7-5: Using Compound Nouns**

Replace each (X) with one word. Pay attention to hyphens and spaces.

**Examples:**

a. A watch you carry in your pocket is a (X) (X).

*A watch you carry in your pocket is a pocket watch.*

b. A portrait you draw of yourself is a (X-X).

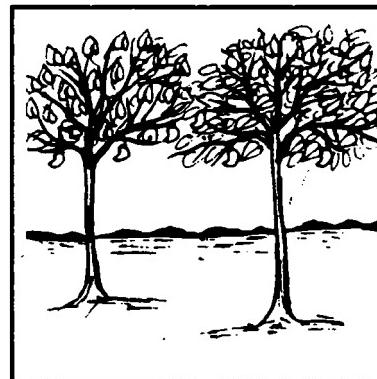
*A portrait you draw of yourself is a self-portrait.*

1. The journalist who took that photo was a (X-X). ■ 2. A ticket to go one way is a (X-X) (X). ■ 3. A glass that you put water in is a (X) (X). ■ 4. A pocket that you carry a watch in is a (X) (X). ■ 5. A plantation which produces cocoa is a (X) (X). ■ 6. Tennis that you play on a table is (X) (X). ■ 7. A store where you can buy a book is a (XX). ■ 8. Wine that you get from palm trees is (X) (X). ■ 9. A plantation which produces coffee is a (X) (X). ■ 10. A tank where you put water is a (X) (X). ■ 11. A pot you make tea in is a (XX). ■ 12. A hole where you find water is a (X) (X).

## Plurals of Compound Nouns



a mango tree



two mango trees

↑

no s

### Explanation:

The first word of a compound noun is **never** plural. In the plural form, the second word only takes the *-s*.

### **Exercise 7-6: Giving Plurals of Compound Nouns**

Give the plural of each compound noun. Use the word two.

**Example:**      a pocket watch  
                      two pocket watches

1. a one-way ticket ■ 2. a millet field ■ 3. a photo-journalist ■ 4. a water glass ■ 5. a watch pocket ■ 6. an English teacher ■ 7. a water tank ■ 8. a water hole ■ 9. a pocket watch ■ 10. a waste product (waste product = *déchet*) ■ 11. a table lamp ■ 12. a lamp table.

## ■ Grammar

### 1. The Relative Pronoun *Whom*

#### Example

They had one son **whom** everyone called Encyclopedia.

#### Explanation:

We can use the relative pronoun *whom* when the relative pronoun refers to a person or people and is not the subject of the relative clause.

Relative clause: whom     everyone     called Encyclopedia.  
                      ↑                ↑  
                      not subject     subject

**Note:** It is also possible to use *that* or *who* in this sentence. Students rarely need to use *whom* in speaking and writing.

## 2. Reported Speech: Questions

### Wh- Questions

#### Examples

a.

(Mariama returned last Monday from Lagos.)

**Direct speech:** Aïchatou asked Mariama,  
“Why did you go to Lagos?”

**Reported speech:** Aïchatou asked Mariama  
why she had gone to Lagos.



b. **Direct speech:** Aïchatou asked Mariama, “When did you get back?”

**Reported speech:** Aïchatou asked Mariama when she had gotten back.

#### Exercise 7-7: Reporting Wh- Questions

Change each item below to reported speech.

**Example:** Aïchatou asked Mariama, “How many cousins do you have in Lagos?”  
*Aïchatou asked Mariama how many cousins she had in Lagos.*

1. The passenger asked the driver, “When are we going to leave?” ■ 2. The student who was going to be late asked his brother, “What time is it?” ■ 3. The teacher asked the class, “Whose pen is on the floor?” ■ 4. The people asked the Imam, “Who did Allah ask Ibrahim to sacrifice?” ■ 5. The patient asked the doctor, “How many aspirins do I have to take?” ■ 6. The farmer asked the pilgrim, “How will you travel from Jeddah to Mecca?” ■ 7. The clever boy asked his friends, “What kind of jam can you eat? Mango jam or a traffic jam?”

#### Exercise 7-8: Changing Reported Wh- Questions to Direct Speech

Change the following sentences to direct speech.

**Example:** The shopkeeper asked the tourist what he wanted to buy. (shopkeeper = *boutiquier*)  
*The shopkeeper asked the tourist, “What do you want to buy?”*

1. The patient asked the doctor what he could do to stay healthy. ■ 2. The boy asked the hunter which animal he had killed. ■ 3. The chief of police asked the shopkeeper how the thief had gotten into his shop. ■ 4. The student asked his classmate where he would spend the next vacation. ■ 5. The boy asked his friend why he had not come to school. ■ 6. The teacher asked the class whose pen he had borrowed. ■ 7. The passenger asked the driver how long it took to get to the city.

### **Exercise 7-9: Reporting Wh- Questions and Their Answers**

Student 1 asks a question and Student 2 answers truthfully. Student 3 uses reported speech to repeat what Student 1 and Student 2 have said.

Student 1: { Who  
What  
When  
Where  
Which  
Whose  
Why  
How  
etc. } \_\_\_\_\_?

Student 2: \_\_\_\_\_.  
(answer)

Student 3: Student 1 asked Student 2 \_\_\_\_\_.  
Student 2 told Student 1 \_\_\_\_\_.

**Example:**      Student 1: *Ali, where did you go yesterday after school?*  
                         Student 2: *I went to the market.*  
                         Student 3: *Mariama asked Ali where he had gone.*  
                                 *Ali told Mariama he had gone to the market.*

### **■ Yes / No Questions**

#### **Examples**



a.

**Direct speech:**

Ousmane asked Mariama, "Did you enjoy your trip?"

**Reported speech:** Ousmane asked Mariama if she had enjoyed her trip.

or

He asked her whether or not she had enjoyed her trip.

or

He asked her whether she had enjoyed her trip or not.

or

He asked her whether she had enjoyed her trip.

#### **Explanation:**

In reporting yes/no questions, we use the verb *ask*. We use the connecting words *if* or *whether* (*or not*).

## **More Examples**

- b. **Direct speech:** He asked her, "Will you go back some day?"  
**Reported speech:** He asked her whether she would go back some day.
- c. **Direct speech:** He said, "Can you speak Yoruba?"  
**Reported speech:** He asked her if she could speak Yoruba.

### **Exercise 7-10: Reporting Yes / No Questions**

Change each item to reported speech.

- Example:** Ousmane said to Mariama, "Do you like Nigerian food?"  
*Ousmane asked her whether she liked Nigerian food.*

1. The shopkeeper asked the tourist, "Are you an American?" ■ 2. The students asked the famous hunter, "Have you ever killed an elephant?" ■ 3. The boy asked his guests, "Do you like reggae music?" ■ 4. The student asked his teacher, "Did the prophet Ibrahim sacrifice his son?" ■ 5. Imai asked Rabi, "Can you ride a bicycle?" ■ 6. A good student said to his lazy classmate, "Will you get a good grade in science?" ■ 7. Oumarou asked the chief, "How many trees have you planted?" ■ 8. The patient asked the doctor, "Can I take four tablets at the same time?" ■ 9. The teacher asked the student, "Does Niger have a tropical climate?" ■ 10. Encyclopedia asked his father, "Did the newspaper ever print a picture of Natty Nat?" ■ 11. Encyclopedia asked Mr. Brown, "Are you sure the robber was Natty Nat?" ■ 12. The boy asked his sister, "Are you going to be at the party tonight?"

### **Exercise 7-11: Changing Reported Yes / No Questions to Direct Speech**

Change the following sentences to direct speech.

- Example:** The man asked the tourist whether he was from England or the United States.  
*The man asked the tourist, "Are you from England or the United States?"*

1. The boy asked his friend if he had visited his family. ■ 2. The teacher asked the student whether he had done his homework. ■ 3. The lady asked the doctor if she would have to bring her child. ■ 4. The doctor asked the patient if he had taken his tablets before going to bed. ■ 5. The chief of police asked the shopkeeper if he had noticed the belt on the robber's coat. ■ 6. The policeman asked the passenger whether he had an identity card. ■ 7. Lion asked Zomo whether he could kill Kouré, the hunter.

### **Exercise 7-12: Reporting Yes / No Questions Orally**

Student 1 asks Student 2 a question. Student 2 repeats Student 1's question in reported speech. Student 3 asks the question again and Student 2 then answers truthfully.

Student 1: { Will, Can  
 Do, Does, Did  
 Has, Have,  
 Is, Are, Am } \_\_\_\_\_?

Student 2: He / She asked me whether \_\_\_\_\_ or not.

Student 3: Aren't you going to tell { him,her } whether \_\_\_\_\_ or not?

Student 2: Yes, I am. \_\_\_\_\_.  
 (answer original question)

- Example:** Student 1: *Does your brother live in Niamey?*  
 Student 2: *He / She asked me whether my brother lived in Niamey or not.*  
 Student 3: *Aren't you going to tell him / her whether your brother lives in Niamey or not?*  
 Student 2: *Yes, I am. My brother doesn't live in Niamey.*

### **Exercise 7-13: Translating into English**

1. Un élève a dit qu'il était malade hier. ■ 2. Le professeur nous a demandé de ne pas faire de bruit en classe. ■ 3. Le professeur d'anglais a dit qu'il passerait les grandes vacances au Ghana. ■ 4. Le docteur a dit au malade: «Tu prendras deux aspirines avant d'aller au lit.». ■ 5. Le policier a demandé au commerçant ce que portait le voleur. ■ 6. «Levez les mains!» dit le professeur. ■ 7. Le professeur demanda à l'élève pourquoi il était absent. ■ 8. L'élève répondit qu'il avait eu des maux de tête. ■ 9. Le garçon demanda à son ami s'il avait déjà visité le musée. ■ 10. Le docteur demanda au patient ce qui n'allait pas en lui.

## **■ Listening Comprehension**

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### **Exercise 7-14: Answering Questions**

Choose the best answer in each item. Do not write in this book!

1. Omar called out because
  - a. a man rubbed the back door.
  - b. he had been robbed.
  - c. he wanted to help a man at the back door.
  - d. the thief was running out of jewelry.
2. The thief stole
  - a. some watches and bracelets.
  - b. a big blue bag.
  - c. a red shirt, a blue pair of pants and a black mask.
  - d. the back door of the shop.
3. The police told Omar
  - a. not to live in the store.
  - b. to leave the store.
  - c. to live in the store.
  - d. not to leave the store.
4. What did the thief do with the jewelry?
  - a. he sold it.
  - b. he kept it in his bag.
  - c. he threw it away.
  - d. he gave it to his wife.

## Using Reported Speech

### The Hold-Up

May 14, 1993, 5:43 p.m.



### Exercise 7-15: Completing the Dialogue

Follow the steps below.

**Step One:** In your exercise book, complete the dialogue below. Do not write in this book!

1. Thief: Put your hands up!
2. Thief: \_\_\_\_\_?
3. Shopkeeper: \_\_\_\_\_.
4. Thief: I don't believe you.
5. Shopkeeper: \_\_\_\_\_.
6. Police Officer: \_\_\_\_\_!
7. Police Officer: \_\_\_\_\_?
8. Thief: \_\_\_\_\_.
9. Police Officer: \_\_\_\_\_.
10. Shopkeeper: Thank you.

**Step Two:** Give your dialogue to your teacher.

**Step Three:** When you get it back, change it to reported speech.

### The Hold-Up

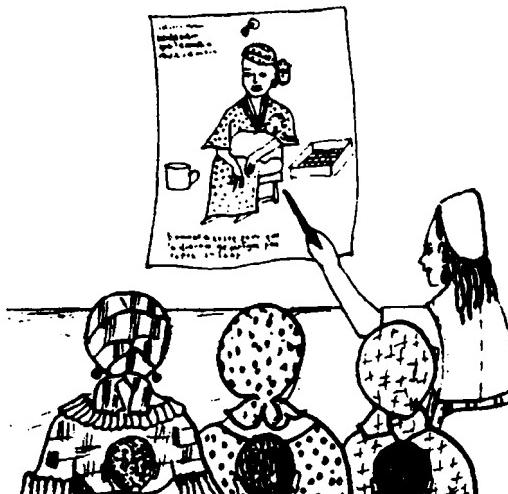
1. The thief told the shopkeeper to put his hands up.
2. The thief asked \_\_\_\_\_.
3. The shopkeeper told the thief that \_\_\_\_\_.
4. The thief said that he didn't believe the shopkeeper.  
etc.
10. The shopkeeper thanked the police officer.

# CHAPTER EIGHT

## Food for Thought

The compound at the clinic was very crowded. There were many women - perhaps fifty - who had come from far away to attend the meeting. It was eight o'clock in the morning and already very hot.

The young nutritionist came out of her office. Her name was Hadiza. She put up a blackboard and some pictures on the wall outside her office. The women pushed towards the front to see Hadiza and her pictures.



"As soon as you're quiet, I'll begin," Hadiza told the women. The women were silent.

Hadiza spoke about nutrition. She said that if the women prepared better food for their families, they would be healthier.

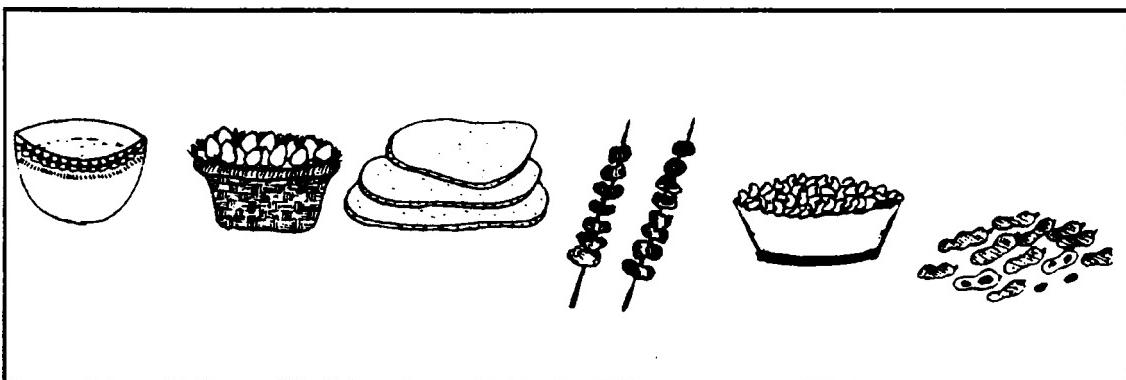
"But we already know how to feed our families," one woman protested. "We don't need this information. We drink millet porridge and eat millet paste and sauce or rice and sauce, and we are alive."

Hadiza replied that there were many other kinds of foods which were more nutritious. "If you added more vegetables or pounded peanuts to your sauces, your meals would be tastier and more nutritious," she said. "Some of your children are weak and sick," she added. "If you fed them different varieties of food, they wouldn't be sick. They will get stronger quickly if you use some of my suggestions."

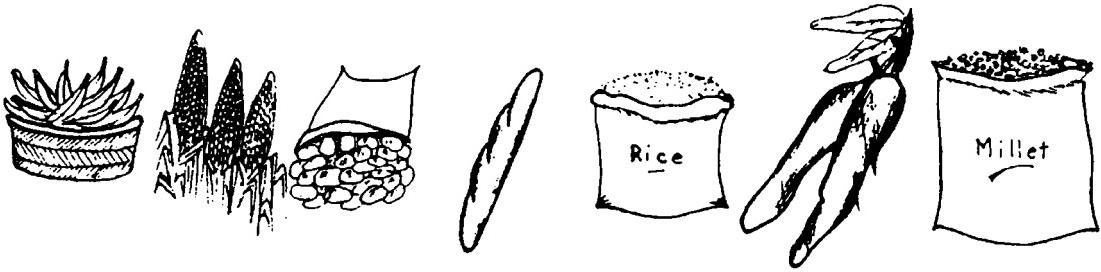
For a few minutes the women talked among themselves. They accepted Hadiza's new information with some suspicion. But they decided to listen as she continued to speak.

Hadiza talked about the three food groups which help give the body more energy.

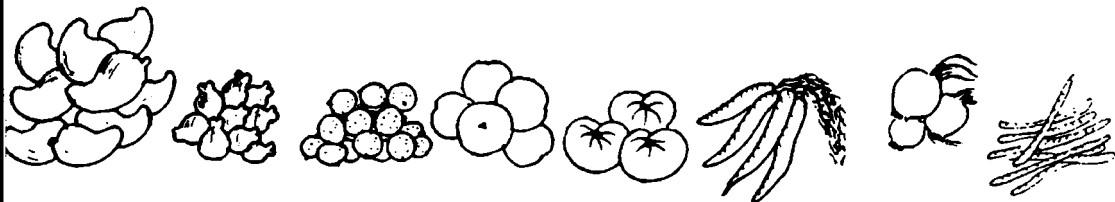
**1) Body-building foods:** milk, eggs, cheese, meat, beans, and peanuts.



**2) Energy foods:** bananas, corn, potatoes, bread, rice, cassava, millet, sugar, and oil.



**3) Protective foods:** These foods have a lot of vitamins: mangoes, guavas, lemons, oranges, tomatoes, beans, peas, carrots, onions, and cucumbers.



"Each meal," she said, "must have a little food from each group." More women were paying attention to Hadiza. "I know you can find many of the fruits and vegetables I've told you about," she continued. "If you had off-season gardens, you'd have your own vegetables to eat in the dry season." The women smiled. They knew Hadiza was right.

Hadiza explained that it was important to mix plant foods with meat at meals. If a meal had no meat it should have both fruits and vegetables. One good meal could be cassava or rice and beans with mangoes. These would provide a good mix of energy and vitamin foods. "A woman can also make an excellent meal of millet paste and sauce, meat, and mangoes or guavas. Peanuts are another important energy food which you can eat with cassava or rice," Hadiza told them.

"But if you eat only millet paste and sauce, or rice and beans every day, you are not getting all the vitamins you need." Some of the women laughed at Hadiza's words, and others talked among themselves more seriously. Hadiza was nervous, uncertain whether the women had understood what she had said. The lesson was over. Hadiza knew she would have to wait and see.

#### **Exercise 8-1: Answering Questions on the Text**

Answer each question with a complete sentence.

1. Why had the women come to the clinic? ■ 2. What was the young woman's job? ■ 3. Why did the women resist (resist = résister à) what Hadiza told them? ■ 4. What do you find in protective foods? ■ 5. What is one example of a healthy meal? ■ 6. How could the women provide their families with vegetables in the dry season? ■ 7. Why is it not good to eat only millet paste and sauce every day? ■ 8. Why is Hadiza's message important?
  
9. Where is the clinic in your town? ■ 10. If you had to feed small children, what would you prepare for them? ■ 11. How could you improve your diet?

## **Exercise 8-2: Making Questions About the Text**

Write a question for each answer.

1. About fifty women. ■ 2. A blackboard and some pictures. ■ 3. That they drank millet porridge and prepared millet paste and sauce, and that they were alive. ■ 4. Because they were not getting enough different varieties of foods. ■ 5. They are the three food groups. ■ 6. Both fruits and vegetables. ■ 7. Because she was uncertain whether the women had understood her message.

## **Vocabulary**

to accept  
crowded

to feed (fed, fed)  
a lemon

nervous  
a pea

tasty

## **Exercise 8-3: Practicing the New Vocabulary**

Replace each (X) using the words above. Do not repeat any word. You may need to change the form of a verb or make a noun plural.

**Example:** A (X) is a small vegetable.  
*A pea is a small vegetable.*

1. (X) are fruits. ■ 2. The sauce is (X) because it has vegetables in it. ■ 3. Some women (X) Hadiza's ideas and cooked various new foods for their families. ■ 4. Most students get (X) before a big test. ■ 5. The room was (X) because many people wanted to hear Hadiza's suggestions. ■ 6. If you want to keep an animal, you must (X) it.

## **Pronunciation**

### **More Practice with Stress**

#### **Exercise 8-4: Asking and Answering Questions with Stress**

Review the lesson on stress on page 37. Here are some more questions and answers to practice in pairs. You may stress anyone of the italicized words in the question.

1. Student 1: Did the *fat* man *win* the fight last *Tuesday*?  
Possible answers for Student 2:  
1. No, the **thin** one did.  
2. No, he **lost**.  
3. No, it was on **Wednesday**.
2. Student 1: Will *you* go to the *movie* tomorrow?  
Possible answers for Student 2:  
1. No, **you** will.  
2. No, I'm going to the **dance**.  
3. No, it's the **day after tomorrow**.
3. Student 1: Should *Mariama* buy some *mangoes* at the *small* market?  
Possible answers for Student 2:  
1. No, **Abdoulaye** should.  
2. No, she should get some **oranges**.  
3. No, she should get them at the **big** one.
4. Student 1: Is *Boubacar* afraid of *dogs*?  
Possible answers for Student 2:  
1. No, his **brother** is.  
2. No, he **likes** them.  
3. No, he's afraid of **lizards**.

# ■ Expansion

## False Cognates

### French

*défendre* - to forbid; prohibit  
*demander* - to ask for  
*enfant* - child  
*formidable* - wonderful; marvelous

*glace* - ice

### English

≠ defend (*protéger; justifier*) - to protect  
≠ demand (*exiger*) - to ask for something urgently  
≠ infant (*bébé*) - a baby  
≠ formidable (*redoutable*) - arousing dread; difficult to overcome  
≠ glass (*verre*) - transparent hard material as in a drinking glass

### Exercise 8-5: Using the New False Cognates

Replace the (X) in each sentence with the English false cognates presented above. You will use two words twice.

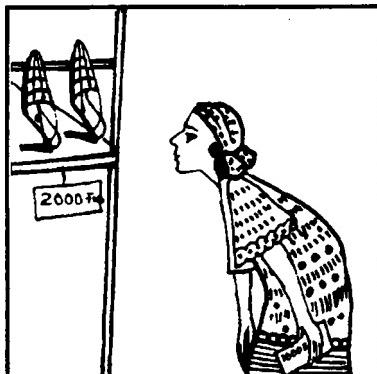
1. The karate expert was nervous when he met his (X) enemy. ■ 2. It is the army's job to (X) the country. ■ 3. Every day, the science teacher (X) that the students clean the classroom before they leave. ■ 4. An (X) is too young to eat hot, spicy foods. (spicy = *épicé*) ■ 5. Be careful when you walk in the kitchen; somebody's just broken a (X) there. ■ 6. "These eggs are bad! I (X) to have my money back!" the angry man told the shopkeeper. ■ 7. Do not pour milk into those cups; use these (X) instead.

# ■ Grammar

## Unreal Conditionals in the Present

### Examples

a.



Conditional: If Amina **had** more money, she **would buy** the shoes.

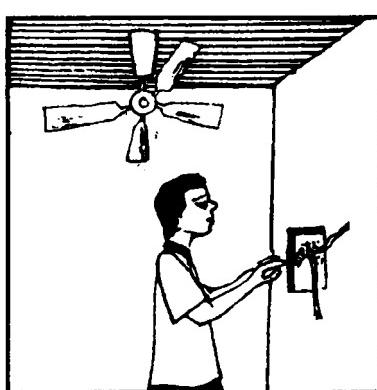
Fact:

Amina has only 1,000 francs.

Fact:

She cannot buy the shoes which cost 2,000 francs.

b.



Conditional: If the fan **worked**, Mani **would turn it on**.

Fact:

The fan does not work.

Fact:

Mani cannot turn it on.

If	+	Subject	+	Unreal Present (+Complement)	+	Subject	+	Would	+	Verb (+Complement)
If	Amina	had		more money,		she		would	buy	the shoes.
If	the fan	worked,				Mani		would	turn	it on.

### **Explanation:**

The unreal present looks like the past form. It does not refer to the past, however. It refers to the present.

### ***Exercise 8-7: Practicing Present Unreal Conditionals***

Put the verbs in parentheses into the correct form to make unreal present conditionals.

**Example:** If Ali studied his lessons, he (get) good grades.  
*If Ali studied his lessons, he would get good grades.*

1. If a Muslim had enough money, he (go) to Mecca. ■ 2. If I (not, speak) politely to the teacher, he would be upset. ■ 3. If women mixed plant food with meat at meals, their children (be) healthy and strong. ■ 4. If the nutritionist had enough time, she (cook) a meal in front of the women. ■ 5. If the women (listen) to the nutritionist, they would not have problems bringing their children up correctly. ■ 6. If it rained a lot in May, the crops (grow) well. ■ 7. If I (live) in the USA, I would speak English well.

### ***Exercise 8-8: Making Unreal Conditionals***

For each item, make an unreal conditional sentence.

**Examples:** a. Fact: Zalika never smiles.  
 Fact: Nobody likes her.  
*If Zalika smiled, people would like her.*  
 b. Fact: Mr. Walker does not have a car.  
 Fact: He has to walk to work every day.  
*If Mr. Walker had a car, he would not have to walk to work every day.*

1. Fact: That taxi driver smokes a lot. Fact: He coughs all the time. ■ 2. Fact: Our math teacher explains difficult math problems. Fact: We understand math. ■ 3. Fact: People do not plant enough trees. Fact: They do not hold back the desert. ■ 4. Fact: Nana does not know how to sew. Fact: She does not make her own clothes. ■ 5. Fact: People die. Fact: They do not live on Earth (Earth = *la Terre*) forever. ■ 6. Fact: Candy tastes good. Fact: Children like to eat candy. ■ 7. Fact: Some mothers do not feed their children fruit and vegetables. Fact: Their children are malnourished. (malnourished = *mal nourri*) ■ 8. Fact: The village team loses every game. Fact: The coach is upset. ■ 9. Fact: Laws do not please everybody. Fact: People complain about them. ■ 10. Fact: Chaibou shaves every day. Fact: He does not have a beard (beard = *barbe*). ■ 11. Fact: The teacher has some chalk. Fact: He will write on the board. ■ 12. Fact: The French doctor does not write letters. Fact: She does not receive letters from her friends in France.

## ■ Unreal Conditionals with Were

### Example



Conditional: If his leg **were** not broken, Laouali's would play football.

Fact: Laouali's leg is broken.

Fact: He will not play football tomorrow.

### Explanation:

The unreal present of *be* is **always** *were*, never *was*. *Was* is the past tense of *be*.

### Exercise 8-9: Making Unreal Conditional Sentences with Were

For each item, make a conditional sentence with *were*.

Examples: a. Fact: Inoussa is not rich.

Fact: He does not have a car.

*If Inoussa were rich, he would have a car.*

b. Fact: Issa is rich.

Fact: He has two cars.

*If Issa were not rich, he would not have two cars.*

1. Fact: I am not from Italy. Fact: I do not speak Italian. ■ 2. Fact: Zomo is intelligent.

Fact: He plays tricks on Kouré. ■ 3. Fact: The teacher is in the classroom. Fact: The students are quiet. ■ 4. Fact: Ali is a lazy student. Fact: He always gets bad grades. ■ 5. Fact:

Fati is not tired. Fact: She does not go to bed early. ■ 6. Fact: This trader is lucky. Fact: He often wins the lottery. ■ 7. Fact: The teacher is not happy. Fact: He does not laugh in the classroom.

## ■ Unreal Conditionals with Could

### Examples

Conditional: If he could run, he could play.

Fact: Laouali cannot run.

Fact: He cannot play football.

### Explanation:

*Could* is both the unreal present and the conditional form of *can*.

### **Exercise 8-10: Making Unreal Conditional Sentences with Could**

For each item, make a conditional sentence with *could*.

**Example:** Fact: Ali does not have a lot of money.

Fact: He cannot go to the movies.

*If Ali had enough money, he could go to the movies.*

1. Fact: The class is not finished. Fact: Ali cannot take a break. ■ 2. Fact: The bush taxi is full. Fact: Ali cannot get a seat. ■ 3. Fact: The policeman sees the thief. Fact: He cannot get away with the money. ■ 4. Fact: The women do not accept the nutritionist's advice. Fact: Their children cannot be strong and healthy. ■ 5. Fact: We do not understand Chapter Ten. Fact: We cannot do the exercises. ■ 6. Fact: Fati is not tall. Fact: She cannot touch the fan. ■ 7. Fact: The student does not study hard. Fact: He cannot get good grades.

### **Exercise 8-11: Asking and Answering Questions**

Follow the steps below.

**Step 1:** Each student must prepare two questions beginning with *Are you...* or *Do you...*, questions which he or she knows will get a negative response.

**Step 2:** All students practice asking and answering the questions as in the examples.

Question: { Are you } \_\_\_\_\_?  
                { Do you }

Answer: No, { I'm not. } But if I { were } I'd \_\_\_\_\_.  
                { I don't. }

**Good Examples:** a. Question: *Are you a doctor?*

Answer: *No, I'm not. But if I were, I'd help people to be healthy.*

b. Question: *Do you have a car?*

Answer: *No, I don't. But if I did, I'd drive to school.*

**Bad Examples:** a. Question: *Are you a student?*

b. Question: *Are you a teenager?*

### **Exercise 8-12: Completing Conditional Sentences**

Complete each sentence meaningfully.

#### Group I: Unreal Conditionals

**Example:** If I lived in America,...

*If I lived in America, I would visit Miami.*

1. If somebody stole my mother's purse, ... ■ 2. If I had a car, ... ■ 3. If a fight broke out in the street, ... ■ 4. If my little brother hurt himself, ...

#### Group II: Simple Conditionals

**Example:** If you do not study,...

*If you do not study, you will not pass your exams.*

5. If you want to have vegetables in the dry season, ... ■ 6. If the president visits our town, ... ■ 7. If you go to the market today, ... ■ 8. If you cannot find your pen, ...

#### Group III: Mixed Conditionals

**Example:** If it rained in December in Niger,...

*If it rained in December in Niger, I would be very surprised.*

9. If everybody were rich, ... ■ 10. If another student in my class were homesick, ... ■ 11. If you do not agree with a custom, ... ■ 12. If I wore very expensive clothes every day, ...

### **Exercise 8-13: Translating French into English**

1. Si ta mère avait une fille, elle serait ta sœur. ■ 2. Est-ce que vous puniriez un enfant s'il marchait sur un plant? ■ 3. Je mangerais ce citron-là s'il était mûr. ■ 4. Tu ne rirais pas si tu échouais à un examen, n'est-ce pas? ■ 5. Le roi donnera une récompense à la personne qui tuera le dangereux serpent. ■ 6. Si les élèves n'avaient pas très faim à midi, ils seraient plus attentifs pendant la quatrième heure. ■ 7. Le maire a une montre en or, et son assistant en a une aussi. ■ 8. L'ennemi de Big Boss a brûlé la maison de Big Boss. ■ 9. Allah nous ordonne de ne pas voler. ■ 10. Fati avait cinq garçons avant d'avoir une fille.

## **■ Listening Comprehension**

### **Exercise 8-14: Answering Questions**

Choose the best answer in each item. Do not write in this book!

1. Bako, Aïchatou's father,
  - a. did not use to be a student.
  - b. was a mechanic.
  - c. was Dr. Fatouma's brother.
  - d. was a skillful and strong worker at the clinic.
2. Bako was hurt when Aïchatou told him that the doctor had come because
  - a. he was the best mason for miles around.
  - b. Seyni was getting weaker and weaker.
  - c. he thought he had not fed his family well.
  - d. Aïchatou was his daughter.
3. People die of malnutrition because
  - a. they do not go to the doctor.
  - b. they do not use the food that they have in the best way.
  - c. their fathers are masons.
  - d. it is tradition.
4. Understanding nutrition
  - a. helps us to make good use of foods.
  - b. helps us not to change our diet.
  - c. helps children to die.
  - d. helps a mechanic understand his work better.

## **■ Writing**

### **A Guided Paragraph**

### **Exercise 8-15: Writing About a Dream of Riches**

Write a paragraph about what you would do if you had a lot of money. Begin your paragraph with "If I were rich,..." or "If I had a lot of money,...". Complete the paragraph by answering some of the questions below. Remember, you are writing a paragraph, so do not number your sentences. Indent only one time.

#### **Questions:**

What would you buy? ■ What would you build for yourself? For your family? ■ What would you do? What would you not do? ■ Who would you marry? ■ Where would you travel? ■ Where would you live? ■ What would people do for you? ■ Who would you be able to see in your country? ■ Would you help poor people? How? ■ But are you really rich?

# EXTRAVAGANT

# EXTRAVAGANT

## Four Fables by Aesop

### The Hare and the Tortoise

One day, a hare<sup>1</sup> made fun of a tortoise because he was so slow. But the tortoise said, "Maybe you are very fast, but I can beat<sup>2</sup> you in a race!" The hare thought this was impossible, so he agreed to<sup>3</sup> race.

On the day of the race, they started together. The tortoise never stopped. He moved slowly toward the finish line<sup>4</sup>. The hare was too confident, and he decided to take a nap<sup>5</sup> after a short distance.

When the hare woke up, he ran as fast as he could. But when he arrived at the finish line, he found the tortoise comfortably sleeping there after her great efforts.

### The Shepherd Boy and the Wolf

A young shepherd<sup>6</sup> kept his sheep near a village. He became bored<sup>7</sup>, so to amuse himself, he cried out "Wolf!<sup>8</sup> Wolf!".

When the villagers arrived to help him, there was no wolf. The shepherd boy only laughed at them.

Then one day, a hungry wolf really came to attack the flock<sup>9</sup>. The boy was terrified and cried "Wolf! Wolf!"

Nobody came from the village to help him. The wolf saw that the boy was alone, so he killed one sheep after another.

Moral: *Nobody believes liars,<sup>10</sup> even when they tell the truth.*

### The Wolf and the Sheep

After a fight with some dogs, a wolf was badly wounded<sup>11</sup>. He lay in his den<sup>12</sup>. A sheep passed by, and the wolf called to him: "I am wounded! Please get me some water from the river. If I have a little water, I will find a way to get some meat."

"I'm sorry, Mr. Wolf," said the sheep. "I would like to help you, but if I bring you water, I'm sure you will make me provide<sup>13</sup> the meat also."

### The Travelers and the Axe

Two men were traveling together. One of them saw an axe<sup>14</sup> on the road and picked it up. "I have found an axe," he said.

"Don't say *I*," said the other traveler. "Say *we*."

The first man did not answer.

After they had gone a short distance, the owner<sup>15</sup> of the axe started to chase them. "We are finished!" cried the first man.

"Don't say *we*," said the other traveler. "Say *I*."

Moral: *If you do not share the prize, you cannot share the danger.*

1. hare = un lièvre

2. beat = battre

3. agree to = consentir à

4. finish line = la ligne d'arrivée

5. nap = une sieste

6. shepherd = un berger

7. He became bored. = Il s'ennuyait.

8. wolf = un loup

9. flock = un troupeau

10. liar = un menteur

11. wounded = blessé

12. den = un antre

13. to provide = fournir

14. axe = une hache

15. owner = un propriétaire

## **1. Using the Correct Tense or Form**

### ***Exercise B-1: Choosing the Correct Tense or Form***

Put the verbs in parentheses in the best tense or form. Use any tense you know. Use gerunds where necessary.

**Examples:** a. When Oumarou (return) to Gassafa in 1988, the people (plant) many trees.

*When Oumarou returned to Gassafa, the people had planted many trees.*

b. Alio (stay) at home tomorrow because he is very sick.

*Alio will stay at home tomorrow because he is very sick.*

or

*Alio is staying at home because he is sick.*

1. The teacher (give) us a difficult exercise yesterday. ■ 2. (Be) on vacation is very nice.
  - 3. Bachir usually (visit) the museum when he goes to Kano. ■ 4. When Rahina got a scholarship to France, she (already, spend) two years in Dakar. ■ 5. Everybody knows that (smoke) cigarettes is bad for you. ■ 6. Many muslims (go) to Mecca since the Kaaba was built. ■ 7. I cannot go out now. You see, it (rain). ■ 8. Kanta (play) the game against the Lada Football Club tomorrow? ■ 9. Our players (not, be) very good five years ago. ■ 10. (Speak) English is very important nowadays. ■ 11. Lions (be) dangerous when they are hungry. ■ 12. Girls (not, like) lazy boys.

## **2. Review of All Reported Speech**

### ***Exercise B-2: Practicing Reported Speech***

Practice in groups of three. Student 3 is responsible for listening carefully to the answers. (Students should change numbers frequently.)

Student 1: Tell me something about { your village / town.  
your family.  
your favorite sport / music.  
your favorite pastime. (pastime = *divertissement*)

**Student 2 (to Student 3):** What did he say?

**Example:** Student 1: *Tell me something about your family.*

**Student 2:** *What did he say?*

**Student 3:** *He said to tell him something about your family.*

## Summary of Reported Speech

Kind	Verbs	Connectors	Examples
Imperative	tell, order, command	to / not to	She ordered him to sit down. They told me not to talk.
Statements	say, tell, explain, announce, think	that*	We explained that we had lost the money. She said that she would be there. I thought that you would win.
Yes / No Questions	ask	if, whether (or not)	They asked if you had enjoyed the film. He asked me whether I would have dinner with them.
Wh- Questions	ask	wh- word	I asked him where he had gone. They asked her why she smoked.

### Exercise B-3: Reporting Questions and Answers

Report each question and answer it.

**Example:** Mr. Brown: Did you see the robber's back?

Shopkeeper: No, I didn't.

*Mr. Brown asked the shopkeeper if he had seen the robber's back. The shopkeeper answered that he hadn't.*

1. Teacher: Have you finished your homework?

Students: Yes, we have.

2. Ali's Brother: Can you get the ball down for me?

Ali: Yes, of course.

3. Teacher: Why were you absent yesterday?

Student: I was sick.

4. Policeman: Where is your shop?

Shopkeeper: It's on the main street.

5. Policeman: Is the thief thin or stocky?

Shopkeeper: He is stocky.

6. Policeman: What is he wearing?

Shopkeeper: A black coat and hat.

7. Policeman: Will you be able to recognize him later? (recognize = reconnaître)

Shopkeeper: Yes.

\*After certain common verbs like *say*, *tell*, *think*, *know*, and *believe*, we often omit *that*. For example:  
She said she would be there.

### 3. Review of Two-Word Verbs

#### Exercise B-4: Practicing Two-Word Verbs

Replace each (X) with one word. Use the two-word verbs below. Remember to put them in the correct tense.

check on

bring up

lift up

get off

throw down

turn down

leave out

look into

sit down

take off

call on

give up

cross out

**Example:** He (X) smoking (X) in March.

*He gave smoking up in March.*

1. The president has (X) (X) the chiefs in every village, and his visits made them very happy.
- 2. They told him to (X) the radio (X) because they wanted to sleep. ■ 3. Our teacher usually sends a student to (X) the wrong answers (X). ■ 4. The mayor promised to (X) (X) our problem. ■ 5. When you want to enter the mosque, you must (X) your shoes (X). ■ 6. The boy wants to (X) the table (X) and put it on his head, but he cannot. ■ 7. Issa (X) (X) on the floor and ate his food. ■ 8. After his father's death, his uncle had to (X) him (X). ■ 9. A lot of passengers (X) (X) the bus when they arrived in Ouagadougou. ■ 10. The director (X) (X) his teachers every day. ■ 11. He told them not to (X) any exercises (X). ■ 12. If you (X) your books (X), the teacher will punish you.

## ■ Fun and Games

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### 1. Alphabet Game

Going around the room, Student 1 says, "My name is Ali and I come from Algeria and I have an antelope." The next student repeats the first student's sentence and makes a sentence for the letter B and this continues until Z. Repeat the game until all the students have had their turn.

### 2. A Poem

If your friend is hungry or thirsty,  
Give him your share.

If your friend is in want of love,  
Love him.

If your friend is in want of home and clothes,  
Give him a cottage and clothes,

If your friend is lonely,  
Keep him company.

If your friend is lying,  
Silence him.

If your friend calls to you,  
Listen to him.

If your friend is laughing,  
Laugh with him.

If your friend is crying,  
Cry with him.

If your friend is ill,  
Fetch help.

If your friend dies,  
Don't forget him.

# CHAPTER NINE

## How a Radio Works

Last year, some students from a middle school in the capital city asked Mr. Issa, an engineer who works at the radio station, to come and talk to them about radio. When he came, the director of the school welcomed him. After they had greeted each other, they went to the classroom where the students were waiting for them. Then, the director introduced Mr. Issa who began his lecture.

Mr. Issa: Good morning, everyone. Many people find radio difficult to understand, so I'll try to be very clear. Please, don't be afraid to ask questions. That's why I'm here.

First, tell me, you've all listened to the radio, haven't you?

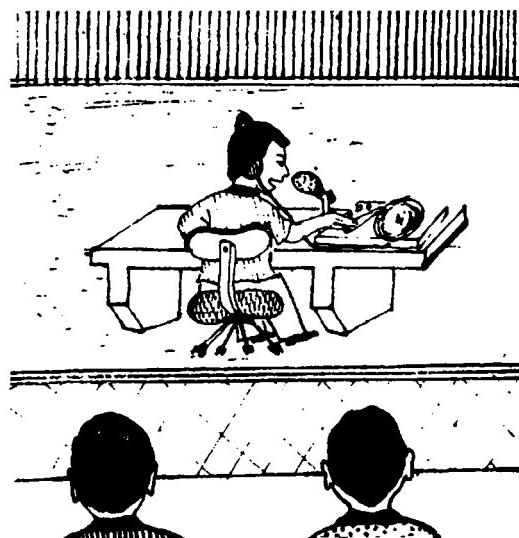
Students: Yes! Yes!

Mr. Issa: Good! The transmission of a radio program is called **broadcasting**. The voice of a disc jockey and the music that you hear, come to you through the air. This is possible because **radio waves**, which carry voices and music, travel at the speed of light. Who knows how fast that is?

Alio: That's two hundred ninety-seven thousand, six hundred kilometers a second!

Mr. Issa: That's right. And that is very, very fast. Now, the radio waves carry the information in the form of electrical signals. We call them **carrier waves** because they carry the information. The transmitter sends a powerful carrier wave out into the air from a **broadcasting antenna**.

Sani: Excuse me for interrupting you, but I'd like to know more about antennas.



Mr. Issa: Well, you need to know about two kinds of antennas. The first kind is a broadcasting antenna. This is usually a tall tower. The radio carrier waves spread out in all directions from the broadcasting antenna.

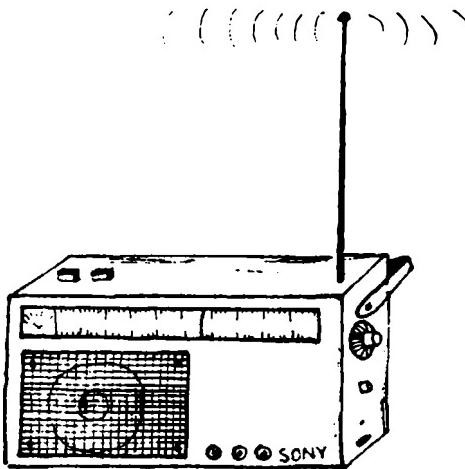
Mariama: What about the other kind of antenna?

Mr. Issa: The second kind of antenna is a **receiving antenna**. Every radio has one. The signals on the carrier wave are very weak, and we need a receiving antenna to pick them up.

Fati: So antennas are very important.

Mr. Issa: Oh, yes. Now here is the problem: The antenna on a radio receives all the waves that come to it.

Question: When you listen to the radio at night, how many different stations are there?

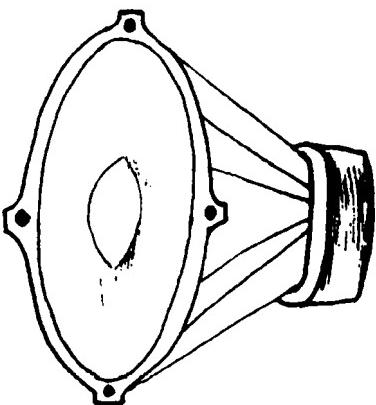


Fatima: Many, from many different countries.

Mr. Issa: That's right. There are hundreds of different stations broadcasting, but how many can you listen to at one time?

Kanta: Just one.

Mr. Issa: That's right. So the radio needs to select the signals that you want. The **tuner** is the part of the radio that you use to select the wavelength of the station that you want.

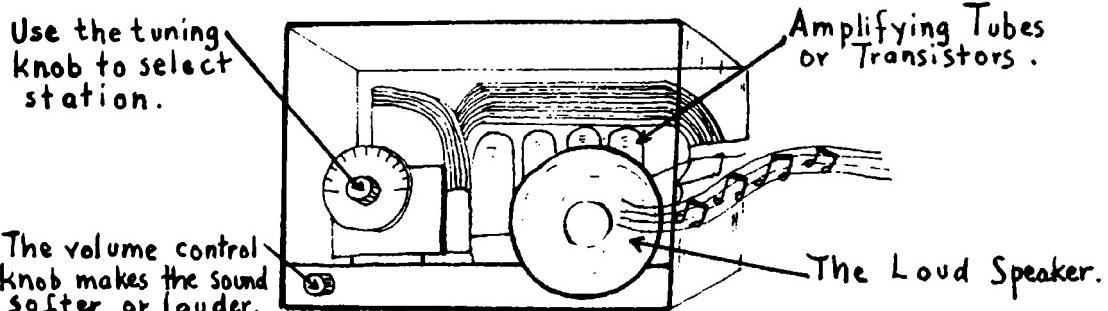


Fatou: But how can we hear the radio program?

Mr. Issa: When the signal leaves the carrier wave, it is very weak, and it goes to the **amplifier**. There, **transistors** amplify the signals. Finally, this **amplified current** goes to the **loud-speaker**.

Moussa: Would you please explain to us how a loud-speaker works? I asked my father, but he couldn't explain it.

Mr. Issa: That's not your father's fault. He probably didn't study that in school. Anyway, a loud-speaker has a **paper diaphragm** which is attached to an **electromagnet**. As the current's strength varies with the signals, the electromagnet pulls the diaphragm back and forth. The vibrating diaphragm sends out **sound waves** to your ears, and you hear the radio program.



And all of this, from the studio microphone to your radio, takes the smallest fraction of a second.

**Sitou:** The smallest fraction of a second?

**Mr. Issa:** Yes! Remember, radio waves travel as fast as light.

Well, I think I'll stop here for today because I have to go back to work. Thank you for inviting me today. You've been very attentive.

**Director:** Thank you very much for coming. We've learned a lot this morning, and we're looking forward to seeing you again.

**Mr. Issa:** You're welcome. Goodbye!

### **Exercise 9-1: Answering Questions on the Text**

Answer the following questions with complete sentences.

1. Who did the students invite? ■ 2. Why did they invite him? ■ 3. What was the lecture on?  
■ 4. What is broadcasting? ■ 5. How does the voice and music come to us? ■ 6. What is a broadcasting antenna? ■ 7. What is the difference between the broadcasting antenna and the receiving antenna? ■ 8. In what form is the signal when it leaves the carrier wave? ■ 9. What is the function of transistors in a radio? ■ 10. How long does it take for a radio program to come to your ears from the studio microphone?

11. Why do we listen to the radio? ■ 12. Which do you prefer: radio or television? Why?

### **Exercise 9-2: Making Questions About the Text**

Make questions for the following answers.

1. At the radio station. ■ 2. At the speed of light. ■ 3. Because the signals are very weak.  
■ 4. The tuner is. ■ 5. With transistors. ■ 6. The vibrating diaphragm does. ■ 7. No, it takes only the smallest fraction of a second.

## **Vocabulary**

an amplifier

to broadcast (broadcast, broadcast)

a loud-speaker

a tuner

an antenna

an engineer

a speed

a wave

### **Exercise 9-3: Practicing the New Vocabulary**

Replace each (X) using the words above. Do not repeat any word. You may need to change the form of a verb or make a noun plural.

**Example:** There is an electromagnet in a (X).

*There is an electromagnet in a loud-speaker.*

1. A station in the capital (X) programs around the country. ■ 2. The (X) in the radio station controls the machines. ■ 3. The (X) on a radio receives all the signals that come to it.  
■ 4. There are many things that travel in (X), for example: light, sound, and radio signals.  
■ 5. The (X) in a radio permits you to select one station. ■ 6. The (X) in a radio makes the signals stronger. ■ 7. Hamani can run with great (X); in fact, he is the fastest runner on the football team.

## ■ Pronunciation

### Review of Third Person Singular Verbs

Go over the pronunciation of these groups of verbs with your teacher. The slash marks // refer to pronunciation.

/s/

I work - he works  
I fight - he fights  
I stop - he stops  
I cook - he cooks  
I send - he sends

/iz/

I watch - he watches  
I box - he boxes  
I fish - he fishes  
I fix - he fixes  
I use - he uses

/z/

I hold - he holds  
I try - he tries  
I explain - he explains  
I daydream - he daydreams

**Special Cases**  
I go - he goes  
I do - he does  
I have - he has

### Exercise 9-4: Practicing Pronunciation of Third Person Singular Verbs

Student 1 asks Student 2 a question. Student 2 answers the question paying special attention to the pronunciation of the verb.

Student 1: Look! Mariama is

working in the shop.  
fighting with Alio.  
watching TV.  
using a knife.  
fishing.  
cooking.  
enjoying the movie.  
explaining the lesson.  
going to Lagos.  
doing her homework.  
daydreaming.

Student 2: Why does that surprise you? She often \_\_\_\_\_.

**Example:** Student 1: *Look! Mariama is using a knife.*

Student 2: *Why does that surprise you? She often uses a knife.*

## ■ Function

### Asking for Information

Sabo lives in Niamey. He wants to go to Zinder to see his parents. He wants to go by bus, but he does not know anything about the bus service. He goes to the bus station to get information.

**Sabo:** Good morning. **Could you please tell me** when I can get a bus to Zinder?

**Agent:** Well, there are buses on Wednesdays, and Saturdays at seven o'clock.

**Sabo:** Thank you. **Could you also tell me** how much the ticket to Zinder is?

**Agent:** It costs six thousand francs.

**Sabo:** Thank you very much.

## Ways to Ask for Information

I would like to know...

Can you help me? I'm trying to find out...

Can you please tell me...

Could you please tell me...

Do you know...

**Note:** With the expressions above, you make indirect questions.

**Direct question:** How much **is the ticket** to Zinder?

**Indirect question:** Can you tell me how much the **ticket** to Zinder **is?**

### Exercise 9-5: Working in Pairs

Use the following bus schedule to practice asking for information. First, Student 1 asks the questions and Student 2 answers. Second, the two students exchange roles.

Bus Schedule		
Bus Number	Leaves	Arrives
1	Kano - 10 am	Ibadan - 7 pm
2	Kano - 11 am	Maiduguri - 8 pm
3	Jos - 8 am	Lagos - 5 pm

**Example:** Student 1: *I would like to know which bus is the first one to Ibadan.*

Student 2: *Bus Number 1 is the first to leave.*

Student 1: *Could you tell me when it leaves?*

Student 2: *It leaves at 10 am.*

Student 1: *Do you know when it arrives in Ibadan?*

Student 2: *Certainly. It arrives in Ibadan at 7 pm.*

## Expansion

### 1. Word Families

Noun	Verb	Adjective	Antonym	Adverb
a suspicion	to suspect	suspicious	unsuspecting	suspiciously
—	—	certain	uncertain	certainly
an improvement	to improve	improved	unimproved	—
an explanation	to explain	explainable	inexplicable	—
electricity	to electrify	electric / electrical	—	electrically
a signal	to signal	signal	—	—
a nutritionist / nutrition	—	nutritious	unnutritious	—

### Exercise 9-6: Practicing Word Families

Rewrite the sentences using the correct form of the word in parentheses.

**Example:** Encyclopedia Brown (suspicion) that Mr. Dillon was lying.

*Encyclopedia Brown suspected that Mr. Dillon was lying.*

1. I did not understand the problem, so I asked my brother to (explanation) it to me. ■ 2. A radio antenna receives a lot of (to signal) from a broadcasting antenna. ■ 3. There is no (electric) in our village. ■ 4. Ali wants to make friends with an American in order to (improved) his English. ■ 5. It may rain today, but it is not (certainly). ■ 6. I have a (suspect) that Garba is a thief, but I cannot be sure. ■ 7. With vegetables and pounded peanuts, our food will be more (nutrition).

## 2. False Cognates

### French

*ignorer* - to be unaware of; not to know

≠

**ignore** (*ne tenir aucun compte de*) -

refuse to pay attention to

*intoxiqué* - poisoned

≠

**intoxicated** (*ivre*) - drunk

*lecture* - reading

≠

**lecture** (*conférence; exposé*) - a talk on a certain subject

*librairie* - bookstore

≠

**library** (*bibliothèque*) - a collection of books and references

*magasin* - shop, store

≠

**magazine** (*périodique*) - a periodical containing stories and pictures

### Exercise 9-7: Using the New False Cognates

Replace the (X) in each sentence with the best word from the following list. Remember to put the word in the correct form. You will need to repeat some of the words.

ignore      intoxication      lecture      library      magazine

**Example:**      The (X) that Mr. Issa gave yesterday was good.

*The lecture that Mr. Issa gave yesterday was good.*

1. The history teacher (X) me yesterday when I raised my hand to ask a question, so I still don't know the answer. ■ 2. The school (X) does not have many books. ■ 3. The police stopped him because he was driving his car while (X). ■ 4. You cannot borrow more than two books from the (X). ■ 5. My brother likes reading (X). ■ 6. If you drink too much beer, you will be (X) ■ 7. The history teacher gives very long (X).

## ■ Grammar

### 1. But

#### Examples

- a. Mariama is good at basketball, **but** Alio is not.

or

Alio is not good at basketball, **but** Mariama is.



- b. Elephants do not eat meat, **but** lions do.

- c. Imal got a good grade, **but** Rabi did not!

### **Exercise 9-8: Completing Sentences with But**

Complete each sentence truthfully using the structure presented above.

**Examples:** a. The Atlantic is an ocean, (the Mediterranean)

*The Atlantic is an ocean, but the Mediterranean is not.*

b. Lizards cannot swim, (fish)

*Lizards cannot swim, but fish can.*

1. Milk is nutritious, (soft drinks) ■ 2. A rich man can buy a car, (a poor man) ■ 3. Nigeria is not far from Niger, (The United States) ■ 4. Burkina is a Sahelian country, (Kenya) ■ 5. A good player can score goals, (a bad player) ■ 6. People are able to speak, (animals) ■ 7. Radio waves move at the speed of light, (sound waves).

### **Exercise 9-9: Interviewing Students and Writing True Sentences About Them**

Follow the steps below.

**Step 1:** Ask two classmates all the questions below and record the answers in your exercise book.

Question number	Alio	Fati
1	No	Yes
2	Yes	No
3	No	No
4	No	Yes
5	Yes	Yes
6	Yes	Yes

**Example:** Souley: Have you ever ridden a camel, Alio?

Alio: No, I haven't.

Souley: Have you, Fati?

Fati: Yes, I have. Lots of times!

Souley: (records the answers)

**Step 2:** After asking both classmates all the questions and recording their answers, write true sentences about them with *too*, *but*, or *either*.

**Example:** Fati has ridden a camel, but Alio has not.

#### **Questions:**

- Did you go out dancing last night? ■ 2. Will you visit your village tomorrow? ■ 3. Have you ever been to Sokoto? ■ 4. Are you good at English? ■ 5. Can you speak Hausa well? ■ 6. Do you understand everything in math class? ■ 7. Are you fifteen? ■ 8. Did you do your English homework yesterday? ■ 9. Have you seen your science teacher yet today? ■ 10. Will you come to school next Saturday?

## 2. Direct and Indirect Objects

### ■ Group 1: Verbs like Give

Note: In this presentation, i.o. = indirect object and d.o. = direct object.

Structure	Example
(A) : i.o. + d.o.	Moon's mother gave Sun some poisoned rice. or
(B) : d.o. + to + i.o.	Moon's mother gave some poisoned rice to Sun.

#### Explanation:

There are two correct structures with the verb *give*:

Structure (A): i.o. + d.o.

Structure (B): d.o. + to + i.o.

#### Examples of Other Verbs Like Give:

bring	offer	sell	teach
lend	pay	send	write
mail	read	take	

a. He brings kola nuts *to his friend*.

or                    i.o.                    d.o.

He brings *his friend kola nuts*.

b. Chief Brown read *the report to Encyclopedia Brown*.

or                    i.o.                    d.o.

Chief Brown read *Encyclopedia Brown the report*.

### ■ Group 2: Verbs like Explain

Structure	Example
(B) : d.o. + to + i.o.	The teacher is explaining <i>the problem to the class</i> .

#### Explanation:

There is one correct structure with the verbs like *explain*:

Structure (B): d.o. + to + i.o.

#### Examples of Other Verbs Like Explain

introduce              say              speak

d.o.                    i.o.

a. The director introduced Mr. Issa *to the students*.

d.o.                    i.o.

b. Yahaya said *thank you to Mariatou*.

## ■ Group 3: Verbs like Ask

Structure	Example
(A) : i.o. + d.o.	Encyclopedia asked <b>his father a question</b> .

### Explanation:

There is one correct structure with the verbs like *ask*:

Structure (A): i.o. + d.o.

### **Examples of Other Verbs Like Ask**

tell                    cost                    save                    charge

i.o.                    d.o.

a. The gifts cost Sani **2000 francs**.

i.o.                    d.o.

b. The doctor charged **the sick man 1500 francs**.

## ■ Group 4: Verbs like Make

Structure	Example
(A) : i.o. + d.o.	The man made <b>his son a small drum</b> . or
(C) : d.o. + for + i.o.	The man made <b>a small drum for his son</b> .

### Explanation

There are two correct structures for verbs like *make*:

Structure (A): i.o. + d.o.

Structure (C): d.o. + for + i.o.

### **Examples of Other Verbs Like Make**

build                    do                    get                    buy                    find                    cook

d.o.                    i.o.                    i.o.

a. Mother cooked a wonderful **meal for Uncle Hassan**.

or                        i.o.                    d.o.

Mother cooked **Uncle Hassan a wonderful meal**.

d.o.                    i.o.

b. I will get a **glass for Uncle Hassan**.

or                        i.o.                    d.o.

I will get **Uncle Hassan a glass**.

## ■ Group 5: Verbs like Repair

Structure	Example
(C) : d.o. + for + i.o.	The man repaired <b>the bicycle for me</b> .

## Explanation:

There is one correct structure with verbs like *repair*:

Structure C: d.o. + for + i.o.

### **Examples of other verbs like repair**

change              fix              open              close              prescribe

d.o.              i.o.

a. The doctor prescribes **medicine for sick people**.

d.o.              i.o.

b. Please open the **door for the old man**.

### **Exercise 9-10: Making Sentences with Direct and Indirect Objects**

Write sentences in the past tense with each verb below. In each sentence, *Alio* will be the subject. Something will be the direct object, and *Mariama* will be the indirect object. Write one sentence if only one is possible and two if two are possible. When you finish, you should have fifteen sentences.

**Examples:**    a. give

*Alio gave something to Mariama.*

*Alio gave Mariama something.*

      b. prescribe

*Alio prescribed something for Mariama.*



1. explain ■ 2. sell ■ 3. find ■ 4. open ■ 5. read ■ 6. send ■ 7. make ■ 8. buy ■ 9. tell

### **Exercise 9-11: Translating French into English**

1. Les chiens mangent de la viande, et les lions aussi. ■ 2. Je travaille bien à l'école, mais pas ma sœur. ■ 3. Ali ne fume pas, et il ne boit pas non plus. ■ 4. A qui est ce poste de radio récepteur? Il est à moi. ■ 5. Les hommes peuvent penser, mais pas les animaux. ■ 6. Moussa a un téléviseur, mais il n'a pas d'argent. ■ 7. Les élèves ont demandé à l'ingénieur de venir. ■ 8. Ce qui fait marcher un poste de radio n'est pas un mystère. ■ 9. Le championnat de lutte a lieu tous les deux ans. ■ 10. Peux-tu me dire quand le car part pour Zinder?

## ■ Listening Comprehension

### **Exercise 9-12: Answering Questions**

Choose the best answer in each item. Do not write in this book!

- At school Kader learned
  - about where to buy antennas.
  - about how to fix radios and televisions.
  - about getting a job in Nigeria.
  - about how a radio works.
- Kader's father is confused because
  - he thinks you cannot learn about radios in English class.
  - Kader speaks English.

- c. Kader is talking about students in Nigeria.
  - d. the government is sending Kader to Nigeria.
3. Kader's father thinks that
- a. learning English is useful for radio mechanics.
  - b. you can learn to fix radios and televisions without learning English.
  - c. you can learn to fix radios and televisions in school.
  - d. you can learn about radios and televisions only in English classes.
4. When Kader finishes school he wants to
- a. be an English teacher.
  - b. move to Nigeria.
  - c. study in Nigeria, then work with his father.
  - d. watch television every day.

## ■ Writing \_\_\_\_\_

### Review of Reported Speech

#### **Exercise 9-13: Putting the Comic Strip into Reported Speech**

Follow the steps below.

**Step One:** Look back at the comic strip (comic strip = *bande dessinée*) on page 94.

**Step Two:** Read.

On May 16, 1988, the shopkeeper that the thief had held up two days before, went to the courthouse (courthouse = *palais de justice*). When he arrived, the judge, the police officer, and the prisoner were ready to begin.

**Step Three:** Complete the Dialogue.

**Important:** Each character says only **one** sentence or question at a time.

**Important:** Use correct punctuation. See page 29.

1. The judge asked the shopkeeper, "Where were you at 5:43 on May 14?"
2. The shopkeeper said, "\_\_\_\_\_."
3. The judge asked the shopkeeper, "What did the prisoner do?"
4. The shopkeeper said, "\_\_\_\_\_."
5. The prisoner exclaimed, "\_\_\_\_\_!"
6. The judge told the prisoner, "\_\_\_\_\_."
7. The prisoner said, "I just wanted to buy some cloth."
8. The judge asked him, "Do you always carry a gun when buying cloth?"
9. The prisoner said, "\_\_\_\_\_. "
10. The judge asked the officer, "Did the prisoner have a gun?"
11. The officer answered \_\_\_\_\_. "
12. The judge told the prisoner, "You will have to \_\_\_\_\_. "
13. The prisoner said, "Please \_\_\_\_\_. "
14. The judge said, "That is the law!"

**Step Four:** Give your dialogue to your teacher.

**Finally:** When you get your dialogue back, change it into reported speech. The first item is done for you.

*The judge asked the shopkeeper where he had been at 5:43 on May 14...*

# CHAPTER TEN

## The Beat of the Drum

Drums are an important part of life in all countries of Africa. Drums are a part of African weddings, funerals, and other ceremonies. Different tribes have different kinds of drums and different customs. The Ibos are a tribe in eastern Nigeria. Although there are many instruments, it is the drum that is the most important to Ibo music. Drums are important at most social occasions. Any occasion, a funeral, marriage, or naming ceremony, is unimaginable without the drum. These social ceremonies are built around the drums. The various rhythms and accents of the drums direct the movement of dancers and excite them to a frenzy.

Many African drummers learn their art as small children. For example, a boy from the Dagomba tribe, a group that lives in the northern part of Ghana, gets his first drum when he is three years old. Usually it is small and simple — a tin can which is covered by a skin. When he gets older, a boy helps his father plant crops on the family farm. Sometimes, special tree houses are built on the fields and Dagomba boys sit there all day and beat on their drums to drive away any monkeys that might eat the crops.

The "talking drums" of Africa are known around the world. They are used on special occasions, like holidays and weddings. The talking drum the Dagombas use is called a *lunga*. It is



suspended from the shoulder of the drummer. When it is squeezed, the drum makes different sounds. The drum is sometimes beaten with the fingers or the hand, or sometimes with a stick. In this way the drum "talks".

Dagomba children first learn to beat out the names of people in their families. Then they learn to beat out the names of all the chiefs in their tribe. Later on, they are able to beat out whole sentences and tell stories.

Dagomba drummers spend their whole lives learning the art of drumming. You cannot become a drummer for the tribe unless your father is one. Even so, it takes many, many years of hard practice.

Learning to drum is not all fun. Sometimes the teachers get angry with young drummers who are lazy. Many young drummers are hit on the head with heavy drumsticks, and they have the scars to prove it!



Dagomba children love music and dancing. One of the most popular dances is the *Atikatika*. The dancing is done by young boys from four to eight years old. Girls form a chorus to do the singing. Usually, special metal drums are used. They are played by boys from eight to ten years old. All the songs, music, and dance steps are made up by the kids. The songs often criticize certain leaders and tell of problems that need to be solved. Or the songs talk of "children's rights". Some adults get upset when they hear the "modern" music. Certain songs are forbidden, but the kids just go ahead and write more of the same. They speak out with their songs — and with their drums.

Adapted from *My Africa* by Mbonu Ojike



### **Exercise 10-1: Answering Questions on the Text**

Answer these questions with complete sentences.

1. Do all tribes have the same kinds of drums? ■ 2. Give three examples of occasions when drums are used. ■ 3. When do African drummers learn the art of drumming? ■ 4. Describe a Dagomba boy's first drum. ■ 5. Why do Dagomba boys beat their drums on the family farm? ■ 6. How does a drummer play a talking drum? ■ 7. Can a Dagomba boy become a drummer if his father is not a drummer? ■ 8. Can you be a good drummer with only one year of practice? ■ 9. Why do teachers get angry with young drummers? ■ 10. Give three subjects the songs of the *Atikatika* discuss. ■ 11. Are some songs forbidden? Why?
  
12. Are drums a traditional part of your village life? On what occasions? ■ 13. According to tradition, who can become a drummer in your village? Do you agree with this tradition? ■ 14. Should songs which criticize leaders or tell of problems be allowed or forbidden by society?

### **Exercise 10-2: Making Questions About the Text**

Make questions for these answers.

1. The drum. ■ 2. In northern Ghana. ■ 3. By squeezing it. ■ 4. They call it a lunga. ■ 5. Three years old. ■ 6. The young boys from four to eight years old. ■ 7. Because they criticize leaders and tell of problems.

## ■ Vocabulary

to beat (beat, beaten)  
to criticize

to forbid (forbade, forbidden)  
a frenzy

a scar  
to squeeze

### **Exercise 10-3: Practicing the New Vocabulary**

Replace each (X) using the words above. Do not repeat any word. You may need to change the form of a verb or make a noun plural.

**Example:** The man cut himself with his knife two years ago, and he has a small (X) now.  
*The man cut himself with his knife two years ago, and he has a small scar now.*

1. When Mariama (X) her brother, he got angry and left the house. ■ 2. He is in a (X) because he cannot find his radio. ■ 3. Our team has never (X) that other team. They always win.  
■ 4. If your shirt is very wet (=*mouillé*), you can (X) some of the water out. ■ 5. When the child was small, his mother (X) him to play with fire.

## ■ Pronunciation \_\_\_\_\_

### **Regular Plurals - Review**

Remember that we pronounce the plural ending in English in different ways.

Go over these plurals with your teacher.

(The slash marks // refer to pronunciation, not spelling.)

#### **Plurals with /iz/**

a lioness - some lionesses  
a suitcase - some suitcases  
a purse - some purses  
a dance - some dances  
a horse - some horses

#### **Plurals with /z/**

a sister - some sisters  
a field - some fields  
a ceremony - some ceremonies  
a custom - some customs  
a drum - some drums

#### **Special Cases**

a house - some houses /ziz/  
a bath - some baths /z/

#### **Plurals with /s/**

a crop - some crops  
an instrument - some instruments  
a student - some students  
a paragraph - some paragraphs

#### **Plurals with /vz/**

a knife - some knives  
a shelf - some shelves (shelf = *rayon*)  
a scarf - some scarves

#### **Plurals with /fs/**

a chief - some chiefs  
a roof - some roofs

### **Exercise 10-4: Practicing Regular Plurals**

Fatimou's sister has more of everything and does more of everything than Fatimou. Read the sentence about Fatimou out loud. Then make a new sentence about her sister, changing the underlined word to the plural. Pronounce the plurals correctly.

**Example:** Fatimou has one purse.  
*Her sister has seven purses.*

1. Fatimou saw one movie. ■ 2. Fatimou has one scarf. ■ 3. Fatimou has lived in one house.  
■ 4. Fatimou takes one bath every day. ■ 5. Fatimou can play one game. ■ 6. Fatimou has ridden one horse. ■ 7. Fatimou has met one chief. ■ 8. Fatimou's house has one roof.  
■ 9. Fatimou's books are on one shelf. ■ 10. Fatimou went to one dance last month.  
■ 11. Fatimou has one assistant at her job. ■ 12. Fatimou can write one paragraph in ten minutes.

# ■ Expansion

## 1. Useful Phrases

**go ahead** (*allez-y*):

Go ahead and leave. I will finish the work.

**more of the same** (*encore la même chose*):

Ali is drinking a Coke. Mamane is drinking a Sprite. Garba is drinking a Fanta. They tell the waitress: "Bring **more of the same**."

**to prove it** (*pour le prouver*):

Ali just won the lottery and he has the new car **to prove it!**

**to spend one's whole life** (*passer toute sa vie*):

Some people do not travel anywhere. They **spend their whole lives** in the same village.

### **Exercise 10-5: Practicing Useful Phrases**

Complete the sentences with the useful phrases above. Replace each (X) with one word.

**Example:** (X) (X) and leave. I will finish the work.

*Go ahead and leave. I will finish the work.*

1. Salif and Mamane are drinking Fanta. When they finish, they will ask their host to bring them (X) (X) (X) (X). ■ 2. He was attacked by a lion last year, and he has the scars (X) (X) (X). ■ 3. Safiatou asked the teacher if she could leave the room. The teacher said "(X) (X)." ■ 4. The policeman was coming, but the thief (X) (X) and held up the shopkeeper. ■ 5. Amina said that she did not kill her husband, but she was not able (X) (X) (X). ■ 6. The boy could not get a good job because he (X) (X) (X) dancing. ■ 7. Zali ate pounded Yam in a restaurant a few minutes ago. On her way back home, she entered another restaurant to order (X) (X) (X).

## 2. Two-Word Verbs

### ■ New Separable Two-Word Verbs

**beat out** (*battre*):

The praise giver **beat** the name of the new baby **out** on his drum.

**drive away** (*chasser*):

The young boy **drove** all the goats **away** from the garden.

**spread out** (*étaler, se répandre*):

He **spread** the papers **out** on the table.

**send out** (*émettre*):

The transmitter **sends** a carrier wave **out** into the air.

### ■ New Non-Separable Two-Word Verbs

**speak out** (*s'élèver contre quelque chose*):

Nelson Mandela **speaks out** against apartheid.

**look forward to** (*être impatient de*):

It's June 15th and most students are **looking forward to** their vacation.

### **Exercise 10-6: Using Pronouns with Two-Word Verbs**

Replace the underlined words in each sentence with pronouns. Make all necessary changes.

**Example:** The loudspeaker sends out sound waves to our ears.

*The loudspeaker sends them out to our ears.*

1. The women spread out the millet on a mat after washing it. ■ 2. People should speak out against injustice. (injustice = *injustice*) ■ 3. The student is looking forward to going on a study trip. ■ 4. The young boy drove away all the animals. ■ 5. The station sends out radio programs all over the world. ■ 6. He spread out the papers on the table. ■ 7. The transmitter sends out a carrier wave.

## ■ Grammar \_\_\_\_\_

### Passive Voice

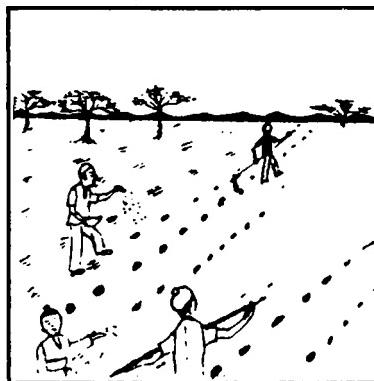
#### ■ Passive in the Present Tense

##### **Examples**

What do farmers **do**?

→ Active Voice

- a. Farmers plant millet in June.



What **happens to millet**?

→ Passive Voice

Millet is planted in June.

- b. Farmers harvest millet in September.



Millet is harvested in September.

#### **More Examples of the Passive Voice**

Subject	+	Be	+	Past Participle	(+Complement)
c. English		is		spoken	in many countries.
d. Crafts		are		made	by craftsmen.
e. I		am		surprised.	

## **Interrogative Examples**

- f. Is millet planted in June?
- g. Are beans harvested in September?

## **Negative Examples**

- h. Tomatoes are not planted in June.
- i. Rice is not harvested in September.

**Note:** In French, the passive voice is sometimes translated using **on**.

Example: Millet is planted in June.  
(On sème le mil en juin.)

## **The Passive of Two-Word Verbs**

### **Examples**

- a. **Active Voice:** The experts **looked at** the picture.  
**Passive Voice:** The picture **was looked at** by the experts.
- b. **Active Voice:** The secretary **picks up** the letters every day.  
**Passive Voice:** The letters **are picked up** by the secretary every day.

In the passive voice, just like the active voice, you must include the second word of two-word verbs.

### **Exercise 10-7: Recognizing Passive and Active Voice Sentences**

Listen to the sentence your teacher reads. If the sentence is in the active voice, hold up one finger. If the sentence is in the passive voice hold up two fingers.

- Examples:**
- a. The teacher reads: Farmers grow millet in Niger.  
*The student holds up one finger - active voice.*
  - b. The teacher reads: Millet is grown in Niger.  
*The student holds up two fingers - passive voice.*

## **The By Phrase**

### **Examples**

- Active Voice:** People wear beautiful clothes in Africa.  
**Passive Voice:** Beautiful clothes are worn **by people** in Africa.  
or  
Beautiful clothes are worn in Africa.

### **Explanation:**

In many passive sentences, the **by** phrase (by people) is not necessary. In the example above we know only people wear clothes, so we do not need the **by** phrase.

### **Exercise 10-8: Omitting Unnecessary By Phrases**

Read each sentence. Omit the *by* phrase if it does not contain important information.

**Examples:** a. French is spoken by people in many countries.

*French is spoken in many countries.*

b. That bowl was made by an old man in Kano.

*The by phrase is necessary. No change.*

1. The crops were eaten by insects. (insect = *insecte*) ■ 2. The homework was corrected by the teacher. ■ 3. Lions are often seen by visitors in Park W. ■ 4. I was punished by the director. ■ 5. Schoolbags are used by students to carry books. ■ 6. That book was written by a famous author. ■ 7. Aid is given by many foreign countries.

### **Exercise 10-9: Writing Passive Sentences in the Present Tense**

Write each sentence. Put the verb in the passive voice by using *is*, *are*, or *am* and the past participle of the verb in parentheses.

**Example:** Millet (grow) in many Sahelian countries.

*Millet is grown in many Sahelian countries.*

1. The marriage (arrange) by the parents. ■ 2. The family (tell) of the marriage. ■ 3. Money (give) to the young woman's father. ■ 4. The money (use) to buy things for the new home. ■ 5. The day of the ceremony, drums (beat) to announce the marriage. ■ 6. Gifts (bring) to the children. ■ 7. The guests (welcome) by the host. ■ 8. Kola nuts (offer) to the guests. ■ 9. Prayers (say) to bless the marriage. ■ 10. The rice (wash) and (prepare) for dinner. ■ 11. The food (serve) after the ceremony. ■ 12. A bowl of water (pass) around after dinner.

## **Passive in the Past Tense**

### **Examples**

What did the thief **do** yesterday?

→ **Active Voice**

a. She stole the radio.



What **happened** to the radio yesterday?

→ **Passive Voice**

It was stolen.

b. She sold it to a man in the market.



It was sold to a man in the market.

## More Examples of the Passive Voice

Subject	+ Was / Were	+ Past Participle	(+Complement)
c. The radio	was	stolen.	
d. Many radios	were	stolen	last year.

### Exercise 10-10: Writing Passive Sentences in the Past

Write each sentence. Put the verb in the past tense passive voice by using *was* or *were* and the past participle.

**Example:** Senghor (elect) in 1948.  
*Senghor was elected in 1948.*

1. A dance (organize) last Saturday night. ■ 2. Those houses (build) by my uncle. ■ 3. The thief (take) to jail. ■ 4. We (tell) to come at nine o'clock. ■ 5. The elephants (drive) away from the town of Madarounfa. ■ 6. Slaves (take) from many West African countries. (slave = *esclave*) ■ 7. Moumouni (train) at the School of Mines in Agadez. ■ 8. The cow (hit) by a truck. ■ 9. The letter (send) yesterday. ■ 10. Amina (please) to hear of Zara's marriage. ■ 11. For the first time, a girl (choose) as class president. ■ 12. The money (borrow) two months ago.

### Exercise 10-11: Practicing the Passive Voice

Write each sentence. Replace the (X) with the best verb from the list below. Put it in the passive voice — past or present. Use each verb only once.

build      burn      eat      erase      find      grow      put      sell      spend

- Examples:**
- a. The blackboard (X) every day after class.  
*The blackboard is erased every day after class.*
  - b. All the money (X) before the vacation began.  
*All the money was spent before the vacation began.*

1. A new school (X) in my village two years ago. ■ 2. Dinner (X) as soon as the men return from the fields. ■ 3. Hats (X) on baby's in the cold season. ■ 4. Coffee and cocoa (X) in the tropical regions of West Africa. ■ 5. Vegetables from the school garden (X) and the money was used to buy new sports equipment. ■ 6. The small girl (X) when she fell into the fire. ■ 7. Ali lost his keys. They (X) by a trader in the market.

## ■ Changing Active to Passive Voice

### Example

**Active Voice:** People **eat** rice in Chad.

**Passive Voice:** Rice **is eaten** in Chad.

To change active to passive voice follow the steps below.

**Step One:** Exchange the subject and object.

Active: **People eat rice in Chad.**

Passive: **Rice \_\_\_\_\_ by people.**

**Step Two:** Put the verb *be* in the same tense as the verb in the original sentence.

Active: **People eat rice in Chad.**

*eat* = present tense

*be* — present tense = *is*

Passive: **Rice *is* \_\_\_\_\_ by people.**

**Step Three:** Write the past participle of the verb.

Active: People **eat** rice in Chad.

Passive: Rice is **eaten** by people.

**Step Four:** Add other information. Omit the *by* phrase if it does not contain important information.

Passive: Rice is eaten by people in Chad.

or

Rice is eaten in Chad.

### **Another Example**

Workers built the bank in 1980.

**Step One:** The bank \_\_\_\_\_ by workers.

**Step Two:** The bank was \_\_\_\_\_ by workers.

**Step Three:** The bank was built by workers.

**Step Four:** The bank was built (by workers) in 1980.

### **Exercise 10-12: Changing Sentences to the Passive Voice**

Change each sentence to the passive voice. Omit the *by* phrase.

**Example:** We read books in the library.

*Books are read in the library.*

1. People write many songs about love. ■ 2. Muslims built the mosque of Agadez more than three hundred years ago. ■ 3. A Dagomba boy makes a drum from a tin can and a skin. ■ 4. My father sent me to school. ■ 5. The millet farmers planted their crops in June last year. ■ 6. People save wood by using improved cookstoves. ■ 7. Ali turned on the radio. ■ 8. They saw the thief running into the bush. ■ 9. The women carry water from the well. ■ 10. The Dagombas call this drum a lunga. ■ 11. The young boy drove all the goats away from the garden. ■ 12. We took the cows to the market to be sold.

### **Exercise 10-13: Using Active and Passive Verbs**

Put the verb in parentheses in the active or passive voice. Use the present or past tense.

**Examples:** a. That woman (steal) my radio yesterday.

*That woman stole my radio yesterday.*

b. Many trees (cut down) for firewood every day.

*Many trees are cut down for firewood every day.*

- Many people in Africa (1. eat) kola nuts. ■ They (2. grow) in tropical Africa and (3. transport) to markets all over the continent. ■ Traditionally, people (4. offer) kola nuts to their guests. ■ The tradition of giving kola nuts (5. begin) a long time ago.
- In the old days, when a guest came, the host (6. bring) out an old leather bag. ■ The bag (7. open) and a kola nut (8. take) out. ■ The host (9. touch) the kola nut with his lips then the nut (10. give) to his guest. ■ The guest was not afraid to eat the kola nut because he (11. know) that it was not poisoned.
- Today people are not afraid of poisoning, but they still (12. practice) this tradition. ■ Kola nuts (13. break) and (14. share) with friends as a sign of good will (good will = *bonne volonté, bienveillance*).

### **Exercise 10-14: Translating French into English**

Translate sentences five through ten using the passive voice.

1. L'homme qui habituellement lave nos habits est malade aujourd'hui. ■ 2. Je ne sais pas quand je retournerai à la maison. ■ 3. Mariama m'a dit qu'elle avait déjà fait son devoir.
- 4. C'est le garçon dont la sœur est à l'hôpital. ■ 5. On écoute de la musique partout dans le monde. ■ 6. On parle l'anglais et le français au Cameroun. ■ 7. On me donne de l'argent quand je travaille bien à l'école. ■ 8. Tout l'argent fut dépensé au cours d'une grande cérémonie. ■ 9. Ces belles chaussures furent fabriquées au Musée National. ■ 10. Beaucoup d'arbres furent abattus l'an passé.

## ■ Writing \_\_\_\_\_

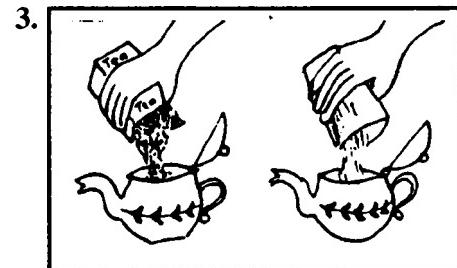
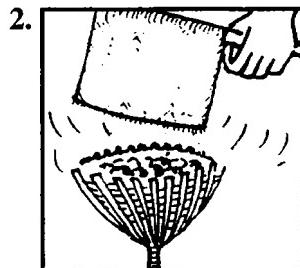
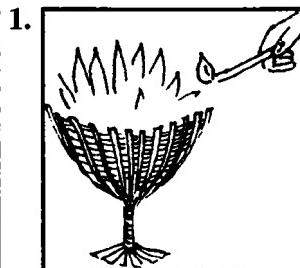
### Describing how Tea is Made

#### **Exercise 10-15: Writing in the Passive Voice**

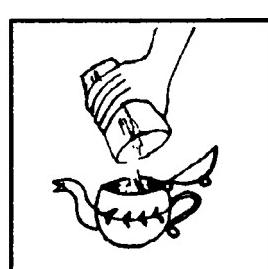
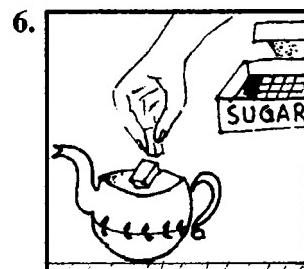
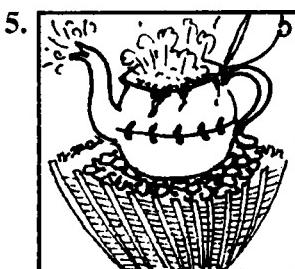
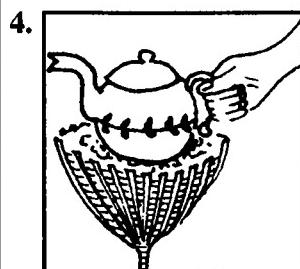
Follow these steps to write a paragraph about making tea.

**Step One:** The following pictures show how tea is made. Using the verbs below, write one passive sentence about each picture. Number 1 is done for you.

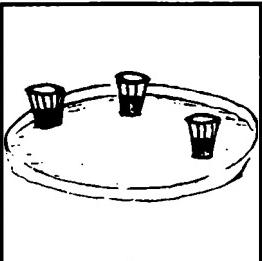
add	boil	cool	drink	fan	finish	pour
put	repeat	return	serve	start	thank	wash



A fire is started.



10.



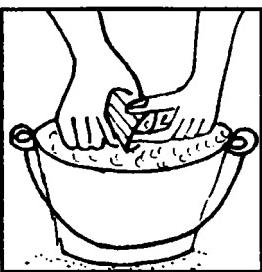
11.



12.



13.



14.

Steps 4 through  
13 are repeated.

15.

Thank you!!!



**Step Two:** Write an introduction. Begin with this sentence: *The following items are needed to make tea: green tea, sugar,...* Complete the list.

**Step Three:** Add quantities to your sentences. For example: *three glasses of water, twelve cubes of sugar, for ten minutes,...*

**Step Four:** Now, use these words in any order to connect your sentences: *then, first, after, until, when*. You may use some of them twice.

**Step Five:** Write a conclusion.

# CHAPTER ELEVEN

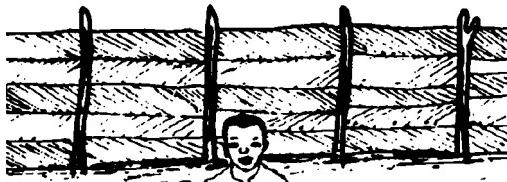
## Rakia's Marriage

Boukar and Ousmane arrived at Souley's house just as Souley and his son Yacouba were praying. The two visitors stood and waited at the door of the compound. Leaving Yacouba, Souley finally came, shook hands with them, and invited them to sit on a mat. The greetings went on and on. They then began a conversation that ranged from the day's activities to the present situation. It was Boukar who first brought the subject up:

"Souley," Boukar said in a soft voice, "the purpose of our visit is to name the date of the wedding of El Hadj Ari and your daughter Rakia."

"El Hadj Ari is well-known in the village, so he has plenty of friends that he wants to invite. He'll need at least two months to make all the preparations," added Ousmane.

After a quick thought, Souley replied, "I've already told you my decision, and it cannot be changed. My daughter will be at El Hadj Ari's house on the last day of this month. I'm sure she will be happy with the excellent husband that I have chosen for her."



Boukar and Ousmane remained silent and looked at each other. They knew that they could not argue with Souley. El Hadj Ari would have to accept his future father-in-law's decision, even though the two men had been friends all their lives.

In fact, the big question had not been about the date. The big question had really been whether or not Souley would force his beautiful young daughter to marry his old friend. Everybody in the village was talking about it, but few believed that Souley would change his mind.

Souley began to speak: "Do you remember when Omar's son married Issaka's daughter two years ago?"

"Yes, all the young people thought that it'd be a good marriage because they were in love," said Boukar.

"That's not what happened, however," added Ousmane. "Just two years later we heard that Issaka's daughter had left her husband and had gone to the big city. Her children haven't heard from her since."

"Her young husband permitted her to do whatever she wanted, and you see what happened," said Souley. "I'm sure that El Hadj Ari will never permit my daughter to do something like that. That's why I prefer him to any young man. He's a man with a good character."

There was a long silence. Boukar and Ousmane noticed that Souley's son, Yacouba, had finished his prayers and had been listening to the conversation. He did not look happy.

Boukar and Ousmane had nothing more to say, so they thanked Souley and set off for home. All their questions had been answered, and the news spread very quickly through the village.

That night, Souley and his family sat talking in their compound — except Rakia, who had stayed in her mother's hut. She knew what her father was going to announce at the family meeting and did not want to hear it. Souley told his family that he had finally set the date for Rakia's marriage to El Hadj Ari.

Rakia's mother spoke to her husband in a tender voice. "Rakia is not happy with the choice that you've made."

"Now I understand why I haven't seen her for a week," said Souley. "Why isn't she happy with the choice? I prefer El Hadj to any young man. My mind is made up. As her mother, it is your duty to teach and guide your daughter."

Yacouba could not stop himself. He said, "Rakia is an adult. Let her make up her own mind, please. She's been sobbing like a lost child for days."

"Yacouba," said the old man, "I promised Rakia to El Hadj Ari long ago. How can I change my mind now? It would be shameful."

"Mother!" shouted Yacouba, "Please do something! Father never listens to me."

"My son," she said, "it's up to your father. I cannot tell him what to do."

"Things have changed, Father," said Yacouba. "I don't understand why you want to force Rakia to share the same roof with a man that she doesn't love."

Souley replied in an angry voice, "Things haven't changed, but people have. They've changed a great deal!"

At that moment Rakia came out of the hut with eyes as red as hot pepper.

"Father," she said crying, "I don't like El Hadji. I beg you not to do this to me!"

Souley, angrier than ever, looked at Rakia and spoke: "Parents have always chosen husbands for their daughters. You are wasting your time. That is all."



### **Exercise 11-1: Answering Questions on the Text**

Answer these questions with complete sentences.

1. What did the three men talk about? ■ 2. Why did Boukar and Ousmane come to Souley's?
- 3. Will Souley make his daughter marry El Hadj Ari? ■ 4. Why did Souley prefer El Hadj Ari to any young man? ■ 5. When will the marriage take place? ■ 6. Did Souley's family agree with his plan? ■ 7. Why was Rakia sobbing? ■ 8. Do you think Rakia will accept her father's choice? ■ 9. What did Yacouba advise his father not to do? ■ 10. What are your impressions of Rakia's father? ■ 11. What is your opinion of Souley's plan? ■ 12. Issaka's daughter left her family to go to the big city. Whose fault was it? Hers? Her father's? Her husband's?
13. Are you for or against parents choosing husbands for their daughters?

### **Exercise 11-2: Making Questions About the Text**

Make questions for these answers.

1. The greetings did. ■ 2. Whether or not Rakia would marry El Hadj Ari. ■ 3. Unhappy.
- 4. That night. ■ 5. As red as hot pepper. ■ 6. Angry. ■ 7. Parents did.

## **Vocabulary**

to beg	to go on	shameful	to waste
a duty	to shake hands	to set off	a wedding

### **Exercise 11-3: Practicing the New Vocabulary**

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

**Example:**      Do not (X) water!  
                        Do not waste water!

1. The farmer got up at 4:30 and (X) for his farm. He arrived there at 5:45. ■ 2. The children (X) Mr. Abdoulaye to tell them a story yesterday. ■ 3. People (X) when they see each other in the town. ■ 4. It is (X) to lie to your parents. ■ 5. A (X) is a marriage ceremony. ■ 6. The party started at 9:00 and (X) until 3:00 in the morning. ■ 7. One of a teacher's (X) is to present lessons to his or her class.

## **Pronunciation**

### **More Contractions**

#### **Exercise 11-4: Practicing Contractions**

Read these sentences out loud making all possible contractions. Remember: Contractions are always correct in speaking. They are never necessary in writing.

1. They have never lost a match. ■ 2. You do not need to fix it. ■ 3. What are they doing?
- 4. What had she done? ■ 5. Where is he going? ■ 6. This mango is sweet. ■ 7. They should not talk during the class. ■ 8. I would like to see the director. ■ 9. She had never seen one before. ■ 10. What are you doing? ■ 11. She has already eaten. ■ 12. Our team will surely win.

# ■ Expansion

## Word Families

Noun	Verb	Adjective	Antonym	Adverb
excitement	to excite	exciting	unexciting	excitedly
imagination	to imagine	imaginative	unimaginative	imaginatively
a thought	to think	thoughtful	thoughtless	thoughtfully
an ideal	to idealize	ideal	—	ideally
tenderness	—	tender	—	tenderly
love	to love	loving	unloving	lovingly

### Exercise 11-5: Practicing Word Families

Rewrite the sentences using the correct form of the word in parentheses.

**Example:** Being a singer is surely an (excitement) job.

*Being a singer is surely an exciting job.*

1. You must remove any sad (thoughtful) from you mind. ■ 2. Can you (imagination) a better way to plant these trees? ■ 3. He (excitement) opened the package he had just received from New York. ■ 4. Parents should talk (tenderness) to their children. ■ 5. Mrs. Halilou is a very (love) mother. ■ 6. (Ideal), it starts raining in May in my country. ■ 7. It is a nice story about (lovingly).

### Exercise 11-6: Reviewing False Cognates

Replace the (X) with the best word from the following list. Use each word only once.

actually	attend	deceive	assist	bless
defend	demand	infant	formidable	glass
ignore	intoxicated	lecture	library	magazine

**Example:** When you play, you must (X) people laughing at you.

*When you play, you must ignore people laughing at you.*

1. The (X) Mr. Issa gave about how a radio works, was very good. ■ 2. When the police stopped him, they (X) to see his papers. ■ 3. When he saw his (X) enemy, he quickly ran away. ■ 4. My friend gets (X) when he drinks more than one bottle of beer. ■ 5. I read an interesting (X) last week. ■ 6. A / An (X) is too young to ride a horse. ■ 7. I drank a (X) of milk this morning. ■ 8. The doctor needs somebody to (X) him with his patients. ■ 9. I am afraid the teachers are not going to (X) the meeting. ■ 10. The boy wants to (X) me, but I am more intelligent than he is. ■ 11. The teacher always tells his students to go to the (X) to read as many books as possible. ■ 12. The goalkeeper ran from one side of the goal to the other trying to (X) it.

## 1. Passive Voice with Modals

### Examples

What can people do?



What can happen to millet?

### → Active Voice

- a. People **can eat** millet in many forms.

### → Passive Voice

Millet **can be eaten** in many forms.

### More Examples of the Passive Voice with Modals

Subject	+	Modal	+	Be	+	Past Participle	(+Complement)
b. Vegetables		should		be		washed.	
c. Meat		must		be		cooked	very well.
d. The project		will		be		completed	next year.

### Exercise 11-7: Answering Questions in the Passive

Write a true answer to each question. Use the same modal as in the question. All answers must be in the passive voice.

- Examples:**
- a. When will the national exams be given?  
*The national exams will be given in June.*
  - b. Why must meat be well cooked?  
*Meat must be well cooked to kill all the parasites.*

- 1. Why must the dunes be held back? ■ 2. Who should be chosen to rule a kingdom?
- 3. When can the crops be harvested? ■ 4. What can be done to hold back the dunes?
- 5. Why should vegetables be washed? ■ 6. When will the next wrestling match be held?
- 7. Why must medicines be kept away from children? ■ 8. What can be eaten for lunch?
- 9. Who should be vaccinated? ■ 10. After a wrestling match, who will the prize be given to? ■ 11. When should the school be closed? ■ 12. Why must students' exercise books be checked?

### — Changing Active to Passive With Modals\*

Active: We must cook meat very well.

**Step One:** Meat \_\_\_\_\_ by us.

**Step Two:** Meat must be \_\_\_\_\_ by us.

**Step Three:** Meat must be cooked by us.

**Step Four:** Meat must be cooked very well.

\* Review the four steps given on page 125.

### **Exercise 11-8: Changing Active to Passive**

Change each active sentence to the passive. Omit the *by* phrase if it does not contain important information.

**Example:** Farmers should plant millet after the first rains.

*Millet should be planted after the first rains.*

1. Students must do their homework at home. ■ 2. Thieves can break down the door at night.
- 3. The teachers should hold a meeting tomorrow. ■ 4. They can give injections at the hospital. ■ 5. We ought to help poor people. ■ 6. We will check the answers later. ■ 7. She may accuse an innocent man.

## **2. Few and Little**

### **Examples with Little and A Little**



- a. Hamidou has **a little** money. He's going to buy some peanuts. He is happy.  
*He has a little money. (Il a un peu d'argent.)*



- b. Alio wants to buy a new shirt, but he has **little** money. He wishes he could buy it.  
*He has little money. (Il a peu d'argent.)*

### **Explanation:**

Both Hamidou and Alio have 100 francs. Example *b*, however, emphasizes that the quantity is really a very small quantity.

### **Examples with Few and A Few**

- c. The lesson was more difficult than usual; the students had **a few** (= *quelques*) problems understanding it.
- d. The lesson was not very difficult; the students had **few** (= *peu de*) problems understanding it.

### **Explanation:**

In both examples *c* and *d*, the students had a small number of problems. Example *d*, however, emphasizes that the number of problems was really very small.

### **Exercise 11-9: Using Few, A Few, Little, and A Little**

Replace the (X) in each sentence with *few*, *a few*, *little*, or *a little*.

**Example:** (X) trees grow in the middle of the desert because there is little water there.

*Few trees grow in the middle of the desert because there is little water there.*

1. (X) people believed he would complete the job because he was a lazy man. ■ 2. He has very (X) money; there is no way he can buy that bicycle. ■ 3. If you save (X) money every month, soon you will have a lot. ■ 4. It's all right to drink (X) bottles of Fanta every week, but you should not drink too much. ■ 5. Our French teacher smokes a cigarette every time he has (X) minutes to relax. ■ 6. Once there were many giraffes in Niger, but today very (X) can be found. ■ 7. The lion said that no member of the commission could be a man because men had (X) education. ■ 8. When Oumarou returned to Gassafa, he was unhappy to see that there were (X) trees where the forest had been. ■ 9. If you put (X) pepper in that sauce, it will be tastier. ■ 10. It is all right to exercise (X) when you are sick, but you should not play football. ■ 11. The man worked very quickly; in just (X) minutes he had repaired the bicycle tire. ■ 12. The lesson about the radio was difficult, so the students had (X) difficulty understanding it.

### **Exercise 11-10: Translating French into English**

1. Le garçon lisait un livre quand le voleur entra. ■ 2. Les oignons devraient être semés en lignes. ■ 3. Nous lui avons dit de ne pas oublier son livre. ■ 4. La fille avait déjà fini le travail quand la pluie commença. ■ 5. S'il trouvait le directeur, il lui parlerait des résultats de l'examen. ■ 6. Deux voleurs ont été arrêtés hier par la police. ■ 7. Ce vieil homme habite ici depuis longtemps. ■ 8. Le maître nous a dit qu'il s'envolerait pour Paris la semaine prochaine. ■ 9. Peu d'arbres ont été plantés dans la cour de l'école l'année dernière. ■ 10. Les nomades prennent du thé tous les jours, mais pas les citadins.

## ■ Writing \_\_\_\_\_

### A Paragraph About Rakia's Situation

#### **Exercise 11-11: Writing a Paragraph**

Follow the steps below.

**Step One:** Discuss what Rakia should do. Should Rakia marry El Hadj Ari? Why or why not? Give as many reasons as you can.

**Step Two:** Make a paragraph plan.

#### **What Rakia Should Do**

**General Idea:** Rakia should marry El Hadj Ari.

**or**

Rakia should not marry El Hadj Ari.

**Fact Number One** (one or two sentences):

**First**, .....

.....

**Fact Number Two** (one or two sentences):

**Second**, .....

**Fact Number Three** (one or two sentences):

**Finally,** .....

**Step Three:** Give your plan to your teacher.

**Finally:** Write your paragraph.

***What Rakia Should Do***

*Rakia should (or should not) marry El Hadj Ari. First, .....*

*Second, .....*

*..... Finally, .....*

*.....*

# CHAPTER TWELVE

## Unexpected Visitors

Dargui is a town near the National Savannah Animal Park. It is well-known all over the country because of its lake and its history. Most people who live there are fishermen and farmers. In addition, the marabouts of Dargui have a good reputation, so children from the remotest villages go there to learn the Koran.

The routine of life in the town never seems to be disturbed. In the early morning, you can see fishermen with their nets going toward the lake, Koranic school students forming a huge circle around their master, and men and women heading for their gardens.

But one day the whole village was awakened by an unusual noise. Nobody could figure out where the noise was coming from. A few minutes later, those who had been at the lake just after the morning prayer rushed back crying for help.

"I saw trees being moved and then cut down by some invisible bulldozers," said a boy who had never seen a live elephant before.

"It must be elephants!" said an older man.

Elephants! The news spread throughout the whole village. The elephants had already devastated a good number of gardens and trees, and they might attack the village if they were not stopped. The village meeting place was now full of people wondering what to do. The noise attracted a park ranger.

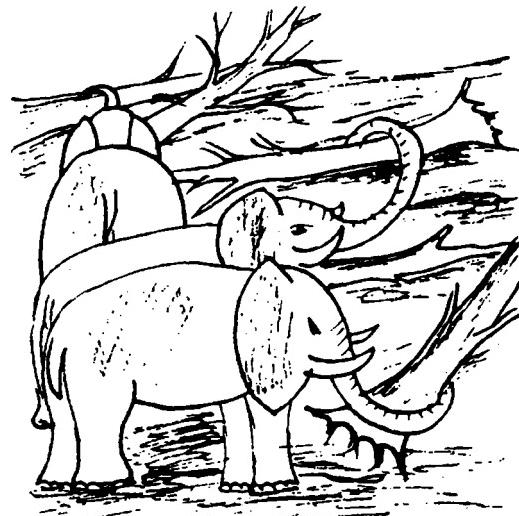
"How can we let those animals destroy our crops?" asked Malam Issa.

"Yes, it's stupid," said Madouga, an old woman, who was worried about her gardens. "Animals exist to provide milk and meat. Why should we protect them when they are causing damage to people's crops."

The park ranger interrupted her: "Elephants are not really dangerous. They are even afraid of people. In addition to that, elephants are really majestic animals. If we let people kill elephants because they are in their gardens or just for tusks, soon there won't be any elephants left. They haven't left the park for many years," he continued, "There might be some hunters there — or even among you — who scared them last night. That's the reason that they've come to the village."

"Do you think we're crazy enough to hunt animals which are protected by the law?" asked Malam Issa.

Madouga shouted, "The men in this village are cowards! What are you waiting for? You must get these useless animals out of our gardens!"



But the park ranger held his ground. If he gave people permission to hunt the elephants, it would be a slaughter. "Listen to me," he said. "I promise we'll make the elephants leave the lake area with the help of some soldiers who will come from the city."

Later in the afternoon the soldiers arrived at Dargui. They had special guns which made a loud noise. They used them to scare the huge animals which ran back toward the park. The soldiers followed them to the edge of the park. When the soldiers returned, they were welcomed and congratulated by the people of Dargui.

### **Exercise 12-1: Answering Questions on the Text**

Answer the following questions with complete sentences:

1. Why is Dargui well-known all over the country? ■ 2. What are the most important activities in Dargui? ■ 3. Could the villagers figure out what was happening around the lake?
- 4. What damage were the elephants causing? ■ 5. Did the park ranger convince people not to attack the elephants? ■ 6. Why do you think the park ranger warned the people not to attack the elephants? ■ 7. According to Madouga, what was the purpose of animals?
8. Do you think it is important to protect wild animals? Why or why not? ■ 9. Give the name of the most important park in your country. ■ 10. Can you explain why many wild animals have disappeared from certain areas of your country?

### **Exercise 12-2: Making Questions About the Text**

Make questions for the following answers.

1. Because the marabouts have a good reputation. ■ 2. They are farmers and fishermen.
- 3. Nobody could. ■ 4. No, it was full of people. ■ 5. To make the elephants leave. ■ 6. Later in the afternoon. ■ 7. Special guns.

## **Vocabulary**

to damage  
to destroy

to head for  
loud

a routine  
to rush back

to scare  
to wonder

### **Exercise 12-3: Practicing the New Vocabulary**

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

**Example:** I (X) why birds sing.  
*I wonder why birds sing.*

1. The man does exactly the same thing every day. His life is a (X). ■ 2. The girl plays her radio very (X), and it disturbs her brother when he tries to study. ■ 3. Sairé milks her cow every morning and (X) the town. ■ 4. A woman set off for the market, but when she looked at her house, she saw it was on fire. She (X) to put water on the fire. The house was not (X), but it was (X). ■ 5. Jenifer criticized her friend because she often told stories that (X) the children.

# ■ Pronunciation \_\_\_\_\_

## The Past and Past Participles of Regular Verbs

### Exercise 12-4: Practicing Forms of Regular Verbs

Student 1 makes a meaningful question using the verbs below. Student 2 answers the question.

Question: When are you going to \_\_\_\_\_?

look	prepare	describe	clean	figure out
talk	listen	finish	pass	turn on
invite	visit	weed	walk	turn off
explain	fix	cook	marry	pick up

Answer: I've already \_\_\_\_\_. In fact, I \_\_\_\_\_ { yesterday.  
\_\_\_\_\_ ago.  
last \_\_\_\_\_.

**Examples:**

- a. Student 1: *When are you going to fix your bicycle?*  
Student 2: *I've already fixed it. In fact, I fixed it last week.*
- b. Student 1: *When are you going to pick up your books?*  
Student 2: *I've already picked them up. In fact, I picked them up a long time ago.*

# ■ Function \_\_\_\_\_

## Suggestions

### Examples

*Moussa: Let's go to the museum, Baro.*

*Baro: I'm sorry Moussa. I've been working all day long. I want to rest.*

*Moussa: Well, what about playing cards?*

*Baro: Okay. But you play better than I do.*

*Moussa: That doesn't matter. Come on!*

### Exercise 12-5: Making Suggestions

Use the words given to make a suggestion. Your classmate will either accept your suggestion or suggest something else in return.

**Examples:** a. go to the movies

Student 1: *Let's go to the movies.*

Student 2: *Great!*

b. play football

Student 1: *Let's play football.*

Student 2: *No, it's too hot. What about playing cards?*

Student 1: *Good idea.*

1. pick some mangoes ■ 2. study together ■ 3. plan a party for next Friday ■ 4. go fishing ■ 5. ask the teacher to tell us a story ■ 6. go to the market ■ 7. play a trick on Amina ■ 8. sweep the floor ■ 9. go dancing tonight ■ 10. talk about apartheid ■ 11. have some tea ■ 12. sing.

## 1. Word Families

Noun	Verb	Adjective	Antonym	Adverb
a use	to use	useful	useless	usefully
an expectation	to expect	expected	unexpected	—
a reputation	—	reputable	disreputable	reputedly

### **Exercise 12-6: Practicing Word Families**

Rewrite the sentences using the correct form of the word in parentheses. (Some of the words are from previous chapters.)

**Example:** Some plants are (use) for medicine.

*Some plants are used for medicine.*

1. We are proud of the (reputable) of our university. ■ 2. What did you (expectation) him to do? ■ 3. We (useless) a knife to cut meat. ■ 4. I want to be a park ranger because it is an (excitement) job. ■ 5. If you open the book you will see the (explain). ■ 6. The police arrested him because he looked (suspicion). ■ 7. If you go to the national museum in Niamey, you will (certain) see a lion.

## 2. Useful Phrases

**to make one's mind up** (*se décider*):

We must let Rakia **make her own mind up**.

**it's up to** (*ça dépend de*):

Who will Rakia marry? **It's up to** her father.

**a great deal** (*beaucoup*):

Customs have changed **a great deal**.

**in addition (to)** (*en plus [de]*):

He speaks all the local languages. **In addition**, he speaks French and English.

He speaks French and English **in addition to** the local languages.

**cry for help** (*appeler au secours*):

When her hut caught fire, Lamso **cried for help** instead of trying to put it out.

**cause damage** (*causer des dégâts*):

In 1987, insects **caused** much **damage** to the plants in northern Mali.

**to hold one's ground** (*tenir ferme*):

Souley **held his ground** about Rakia's marriage to El Hadj Ari.

### **Exercise 12-7: Practicing Useful Phrases**

Complete the sentences with the phrases above. Replace each (X) with one word. Use each phrase once.

**Example:** (X) (X) (X) the teacher to give us a test or not.

*It's up to the teacher to give us a test or not.*

1. They had (X) (X) (X) of food at the party. ■ 2. Finally he (X) (X) (X) (X) to take the exam.
- 3. When her house caught fire, she ran out (X) (X) (X). ■ 4. Insects often (X) (X) to the crops in the countries of the Sahel.
- 5. They cooked a lot of food at the naming ceremony. (X) (X), they brought kola nuts and soft drinks. ■ 6. Souley wanted his daughter to marry an old man. He (X) (X) (X) when people discussed it with him.
- 7. Yacouba thinks it should be (X) (X) Rakia to choose her own husband.

## ■ Grammar \_\_\_\_\_

### Expressing Possibility with the Modals *May* and *Might*

#### **Examples**

a. It { **might, may** } rain.  
*(Il se peut qu'il pleuve.)*

b. They { **might, may** } arrive tomorrow.  
*(Il se peut qu'ils arrivent demain.)*

#### **Explanation:**

There is no important difference in meaning between *may* and *might* in these examples.



### **Exercise 12-8: Telling Your Plans**

Student 1 asks Student 2 a question. Student 2 answers truthfully.

Question: What are you going to do  
 {  
   this weekend?  
   tonight?  
 }  
 during the next vacation?

Answer: I don't know. I may  
 \_\_\_\_\_. I might  
 \_\_\_\_\_. Who knows?\*

**Example:** Student 1: *What are you going to do tonight?*

Student 2: *I might study for the quiz on Friday.*



\* You should shrug your shoulders when you say, "Who knows?" (shrug = hausser)

## 2. Unreal Conditionals in the Past

### Examples



a. Conditional: If they **had not trained** hard, they **would have lost**.

Fact: The team trained very hard last month.

Fact: They won the championship yesterday.

b. Conditional: If he **had bought** the radio, he **would not have been sent** to jail.

Fact: Hama stole a radio last Monday.  
He did not buy it.

Fact: He was sent to jail last Tuesday.



If + Subject + Had (Not) + Past Participle (+Complement), + Subject + Would (Not) + Have + Past Participle(s) (+Complement)

If	they	had not	trained	hard,	they	would	have	lost.
If	Hama	had	bought	the radio,	he	would not	have	been sent
								to jail.

### Explanation:

The tense in the subordinate clauses (*had not trained / had bought*) looks like the past perfect. It is not past perfect. It is the **unreal past**, the past that **did not happen**.

### **Exercise 12-9: Making Conversations with Unreal Conditionals in the Past**

Follow the steps below.

**Step One:** Each student must make up three questions in the past tense to ask a classmate. These must be questions which he / she knows will have negative answers.

**Step Two:** Working in pairs, students will conduct mini-conversations based on the following model:

Student 1: { Did, Were } you \_\_\_\_\_?

Student 2: No, I didn't. But if I had \_\_\_\_\_, I would have \_\_\_\_\_.

**Example:** Student 1: *Did you fly to Paris last week?*

Student 2: *No, I didn't. But if I had flown to Paris, I would have visited the Eiffel Tower.*

### **Exercise 12-10: Writing Conditional Sentences About Yourself**

First, answer the questions below about your past. Second, write seven unreal conditional sentences related to the answers that you wrote.

**Example:** Question: *Who did you visit last year?*

Answer: *I visited my cousin last year.*

Conditional: *If I had not visited my cousin, I would not have seen him at all last year.*

1. Where did you go last year? ■ 2. How did you study last year? ■ 3. What did people in your village plant two years ago? ■ 4. Who did you write a letter to? ■ 5. How did you travel during the long vacation last year? ■ 6. How much money did your parents send you last year? ■ 7. Who took you to primary school nine years ago?

### **Exercise 12-11: Translating French into English**

1. Si j'avais su le résultat, je vous aurais téléphoné hier. ■ 2. Il se peut qu'il nous apporte de jolis cadeaux. ■ 3. En plus de deux exercices très difficiles, il nous demanda d'apprendre le dialogue par cœur. ■ 4. Si vous ne repétez pas votre question, je ne serai pas capable de vous aider (être capable de = *to be able to*). ■ 5. Tout le monde sort avec un parapluie à cause de la pluie. ■ 6. Si on prenait une petite récréation avant de continuer la discussion? ■ 7. Vous auriez vu le Président si vous étiez allé au stade la semaine dernière. ■ 8. Vous travaillerez avec nous, n'est-ce pas? ■ 9. Lorsqu'il arriva dans la ville, il pleuvait.

## **■ Listening Comprehension**

### **Exercise 12-12: Answering Questions**

Choose the best answer in each item. Do not write in this book!

1. Baro asked the people in his village
  - a. to show him the desert.
  - b. to stop the desert from growing.
  - c. what they had said about trees.
  - d. why they did not listen to him.
  
2. Baro spent four years
  - a. speaking to the people in his village.
  - b. with his parents and friends.
  - c. in a bigger town far away.
  - d. planting trees.

3. According to the story, the situation
- a. was good.
  - b. could not be fixed.
  - c. was going to get worse.
  - d. could be improved.
4. Now, parents in Allah Katabo plant trees when
- a. a son is born.
  - b. Baro is there.
  - c. the soil is rich.
  - d. someone comes to visit.

## ■ Writing

### A Paragraph About the Government Position on Wild Animals

#### **Exercise 12-13: Writing a Paragraph**

Follow the steps below.

**Step One:** Discuss what the government should do about elephants and other wild animals. Should the government keep on protecting these animals? Why or why not? Give as many reasons as you can.

**Step Two:** Make a paragraph plan.

#### **What the Government Should Do**

**General Idea:** *The government should protect the wild animals.*

**or**

*The government should not protect them.*

**Fact Number One** (one or two sentences):

*First,* .....

**Fact Number Two** (one or two sentences):

*Second,* .....

**Fact Number Three** (one or two sentences):

*Finally,* .....

.....

**Step Three:** Give your plan to your teacher.

**Step Four:** Write your paragraph.

#### **What the Government Should Do**

*The government should (or should not) protect the wild animals. First, .....*

..... *Second, .....*

..... *Finally, .....*

.....

# CHAPTER THIRTEEN

## Tom and the Fence

"And Tom," Aunt Polly said, "the next time you fight with someone, I'm going to skin you alive!"

Tom took the bucket of paint his aunt had given him and began painting the fence. He painted carelessly, and soon there was more paint on him than on the fence. He was angry with his aunt for making him work on Saturday. He wanted to go swimming and play with his friends.

Then he got an idea. Tom saw his friend Ben. He knew Ben would make fun of him for working on a Saturday, so he pretended not to see him.

"Hey! Look at Tom!" Ben called to anyone who was listening. "He's working! What happened? Did your aunt punish you again?"

"Oh, hi, Ben. I didn't see you. I'm very busy. I can't play now," Tom said.

"But you're working!" shouted Ben.

"Maybe it's work. All I know is that this is a very important job and I am the only one who can do it right."

"Really? It looks like work to me." Ben got ready to leave, but then he saw that Tom was smiling.

"Tom," Ben began, "you don't mean to say that you like working."

"Like it? I don't see why I shouldn't like it. Does a boy get the chance to paint a fence every day?"

Ben stopped eating his apple. As he watched Tom, he got more and more interested in painting the fence.

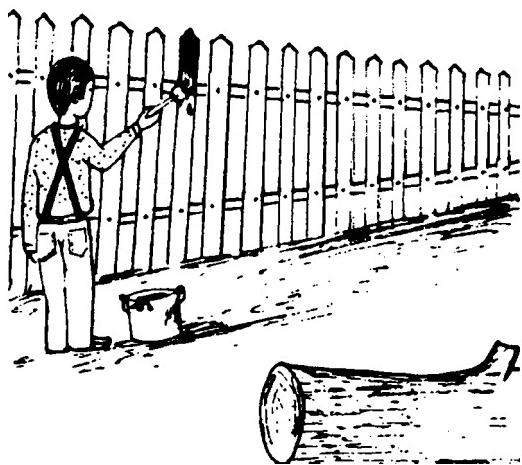
"Say, Tom," said Ben slowly, "let me paint some of the fence."

"No, Ben. This is an important job. My aunt is very particular about this fence. It has to be perfect," said Tom.

"Let me try. I'll share my apple with you," said Ben.

"No, Ben. I don't think so. The fence has to be perfect. I don't think you can paint perfectly."

"Sure I can," said Ben. "Let me try. Here. I'll give you the whole apple."



Tom looked at the brush and then at the apple. He slowly gave the brush to Ben and sat down to eat the apple while Ben painted the fence. Soon, other boys came to make fun of Tom working on a Saturday. When they saw how carefully Ben was painting, they too became interested. When Ben got tired, he gave the brush to Billy Fisher, who had given Tom his kite in order to paint the fence. After Billy, Johnny Miller gave Tom a dead rat for a chance to paint the fence. By the time the fence was finished, Tom had collected an old key, a piece of green chalk, a broken piece of a blue bottle, a kitten, the handle from an old knife, and three shiny red stones. Now Tom had all his work done, and he was rich, too.

"Aunt Polly," Tom called. "May I go swimming now?"

"Tom," she said, as he came into the house, "don't lie to me. You can't be done yet." "I'm not lying. Honest, I'm finished."

Aunt Polly was surprised when she saw that the fence was not only painted white, but also painted well.

"Well, well!" she exclaimed. "I can't deny it. You **can** work when you really want to. Well, you may go swimming with your friends now. Try to be home sometime in the next week. And thank you for being a good boy."

Tom said goodbye to his aunt, stealing a piece of cake as he left the house.

Adapted from *Tom Sawyer* by Mark Twain



### Exercise 13-1: Answering Questions on the Text

Answer the following questions with complete sentences.

1. Why was Tom working on a Saturday? ■ 2. What did Ben give to Tom? Why? ■ 3. What did Tom want to be doing? ■ 4. Did Tom really want to paint the fence? ■ 5. How did Tom get his friends to paint the fence for him? ■ 6. Is Tom a good friend? Why or why not? ■ 7. Why was Aunt Polly surprised? ■ 8. Is Tom really a good boy? Why or why not?
  
9. Have you ever painted anything? ■ 10. Why do people paint things? ■ 11. What do you like to do with your friends? ■ 12. Describe your best friend and tell why he or she is your best friend.

### Exercise 13-2: Making Questions About the Text

Make questions for the following answers.

1. He tricked him. ■ 2. A dead rat. ■ 3. Saturday. ■ 4. He wanted to go swimming. ■ 5. A piece of cake. ■ 6. No, he did not. ■ 7. An old key, a piece of green chalk, and a kitten.

## Vocabulary

a kite

perfect

right

particular

to pretend

### Exercise 13-3: Practicing the New Vocabulary

Replace each (X) using the words above. Do not repeat any word. You may need to change the form of a verb or make a noun plural.

**Example:** The teacher said, "Very good!" when the student got the difficult question (X).

*The teacher said, "Very good!" when the student got the difficult question right.*

1. Mrs. Kaza is very (X) about her students' homework. Every sentence must have a capital letter and a period. ■ 2. Mariama's homework was (X); Mrs. Kaza could not find anything wrong. ■ 3. The little boy was (X) to be a lion; that is why he made that frightening noise. ■ 4. Children like to play with (X) because they fly.

## Pronunciation

### Dare vs. There

#### Exercise 13-4: Sentences for Practice

Read these sentences aloud. Pay special attention to the difference in pronunciation between the /d/ and the /th/ sounds.

1. How **dare** you go **there**!
2. On a good **day**, **they** come early.
3. If you need to **doze** in class, you shouldn't watch **those** TV programs. (doze = *sommeiller*)

## Function

### Review

#### Exercise 13-5: Reviewing the Functions that You Have Studied

Read each situation. Then dramatize what the students would say.

**Example:** Arimi wants to use Abdou's pen.

Arimi: *Could you please give me your pen?*

Abdou: *Sure.*

1. Issa invites Fati and Biba to a party. Fati accepts, but Biba doesn't. ■ 2. Kaigama passed his BEPC exam. What does Zara say to him? ■ 3. Gambo's friend has died. What does Bashir say to Gambo? ■ 4. Maïga can play football well, but Zabérou can't. What would each say about his ability in the sport? ■ 5. Maïga and Garba's team is going to play against a famous team. Maïga is optimistic, but Garba is pessimistic. What does each say? ■ 6. Lawali does not know where the post office is. He meets Amina, who helps him. ■ 7. Djamilla is making too much noise while Alzaouza is working. Alzaouza wants her to stop talking.

## 1. Useful Phrases

**to get somebody to do something** (*faire faire quelque chose par quelqu'un*):

I got my brother to help me by telling him the job was important.

**to make fun of** (*se moquer de*):

I don't like it when you make fun of me and say mean things.

**to mean to say** (*vouloir dire*):

You don't mean to say you like algebra? I think it's difficult.

**to paint something (color)** (*peindre quelque chose [en couleur]*):

They painted the walls white to make them look clean.

**say... (dis...):**

Say, Tom, would you let me have your new watch?

**to skin somebody alive** (*écorcher vif*):

I'm going to skin you alive if you do that again.

**You can't be done yet** (*Il est impossible que tu aies déjà fini*):

You can't be done yet; you've just started!

**well, well (tiens):**

Well, well, you really are finished!

### Exercise 13-6: Practicing Useful Phrases

Complete the sentences with the phrases above. Replace each (X) with one word. Use each phrase once.

**Example:** (X), Tom, can I paint, too?

Say, Tom, can I paint, too?

1. All the students (X) (X) (X) Boubacar because he asks silly questions. ■ 2. The math exam started half an hour ago, and I am sure that (X) (X) (X) (X) (X). ■ 3. A long time ago, primary school teachers (X) their students to bring them firewood. ■ 4. "If you don't stop making noise, I'll (X) (X) (X)," said the teacher. ■ 5. In classrooms, they (X) the boards black because teachers write with white chalk. ■ 6. I am sorry that I said "yes". I (X) (X) (X) "no". ■ 7. Alio said, "John got 18/20 on the test." Fatima said "(X), (X)! I'm really surprised!"

## 2. Compound Nouns

**drumstick:** a stick used to beat a drum. (plural - drumsticks)

**tree house:** a small shelter built in a tree. (plural - tree houses)

### Exercise 13-7: Using Compound Nouns

Replace the (X) with the correct compound noun.

**Example:** Trees which grow mangoes are (X).

Trees which grow mangoes are mango trees.

**Remember!** The first noun is singular!

1. The **length** of a **wave** is a (X). ■ 2. Stations that broadcast **radio** waves are (X).
- 3. Waves that transmit **radio** signals are (X). ■ 4. The **antenna** which receives **radio** waves is a (X). ■ 5. A **reporter** that you see on **television** is a (X). ■ 6. Sticks that you use to play the **drums** are (X). ■ 7. **Houses** that are built in **trees** are (X). ■ 8. A **pot** that is used to make tea is a (X). ■ 9. The **glasses** that are used to serve **tea** are (X). ■ 10. A **farmer** who plants **millet** is a (X). ■ 11. The people who **drive taxis** are (X). (Careful!) ■ 12. The **lights** on the **streets** are (X).

## ■ Grammar \_\_\_\_\_

### 1. Verb Tenses

#### **Exercise 13-8: Asking and Answering Questions**

Working in pairs, Student 1 changes the verbs in parentheses to the correct verb tense. Then Student 2 answers the questions truthfully.

#### Present Perfect

**Example:** How long you (be) in school?

Student 1: *How long have you been in school?*

Student 2: *I have been in school for nine years.*

1. What you (study) in English class this year? ■ 2. What stories you (read) this year?  
■ 3. What cassettes you (hear) this year?

#### Past Perfect

**Example:** What you (eat) before you came to school this morning?

*What had you eaten before you came to school this morning?*

4. What you (learn) before you entered the third year of middle school? ■ 5. Before you started middle school, how long you (go) to primary school? ■ 6. Before starting middle school, how long you (want) to learn English?

#### Present Perfect Progressive

**Example:** What you (eat)?

*What have you been eating?*

7. How long you (live) in (name of a town)? ■ 8. How long you (eat) rice and sauce?  
■ 9. How long you (go) to school?

#### Past Perfect Progressive

**Example:** What you (eat) when you started to feel sick?

*What had you been eating when you started to feel sick?*

10. How long you (speak) English before you began the third year of middle school?  
■ 11. Before you came to school this morning, what you (do)? ■ 12. Before you went to bed last night, what you (study)?

## 2. Direct and Reported Speech

### Exercise 13-9: Changing Direct Speech to Reported Speech

Change these sentences to reported speech.

**Example:** Aunt Polly told Tom, "I'll skin you alive."  
*Aunt Polly told Tom she would skin him alive.*

- 1. Ben asked Tom, "Did your aunt punish you again?" ■ 2. Tom told Ben, "I can't play."
- 3. Ben said to Tom, "Let me try." ■ 4. Tom asked his aunt, "May I go swimming?"
- 5. Aunt Polly said, "Don't lie to me." ■ 6. Aunt Polly added, "You can't be done yet."
- 7. Aunt Polly told Tom, "You can work when you want to."

### Exercise 13-10: Changing Reported Speech to Direct Speech

Change these sentences into direct speech.

**Examples:** a. The teacher told the students to go home.  
*The teacher said to the students, "Go home."*

b. My mother asked me to feed the goats.  
*My mother said to me, "Please feed the goats."*

- 1. The doctor told the patient to get some rest. ■ 2. The teacher told our class to be quiet.
- 3. My mother asked me if I would help her. ■ 4. The boy asked the man to give him an orange.
- 5. The girl asked her little brother if he would go to the movies. ■ 6. Ben asked Tom to let him paint the fence.
- 7. Aunt Polly told Tom to paint the fence. ■ 8. Tom said that it was an important job and that he was the only one who could do it right.
- 9. Abdou said that he had to do his homework before going to school.
- 10. Aunt Polly told Tom not to touch the paint.
- 11. Aunt Polly asked Tom where he would go after finishing the job.
- 12. The teacher asked Ali how long he had been studying English.

### Exercise 13-11: Making a Study Table

Follow the steps below.

**Step One:** Change the following items to reported speech.

**Example:** Simple Present: He said, "I go to school every day."  
*He said that he went to school every day.*

- 1. Simple Past: She said, "I ate rice for dinner." ■ 2. Future: She said, "I will visit my family in December."
- 3. Present Perfect: He said, "I have learned all my vocabulary for the exam."

**Step Two:** Change the following items to direct speech.

**Example:** Change to Present Progressive: He said that he was planning a party.  
*He said, "I am planning a party."*

- 4. Change to Present Perfect Progressive: She said that she had been shopping all morning.
- 5. Change to Past Perfect: He said that he had ridden his bike for ten minutes before it started to rain.

**Step Three:** Using your answers from steps one and two above, make a table in your exercise book from which to study. Copy the example sentences as below.

## Direct Speech

## Reported Speech

<b>Simple Present</b>	He said, "I go to school every day."	→ <b>Past</b>	He said that he went to school every day.
<b>Simple Past</b>		→	
<b>Future</b>		→	
<b>Present</b>			
<b>Perfect</b>		→	
<b>Present Progressive</b>	He said, "I am planning a party."	→ <b>Past Progressive</b>	He said that he was planning a party.
		→ →	

## 3. Conditional Sentences

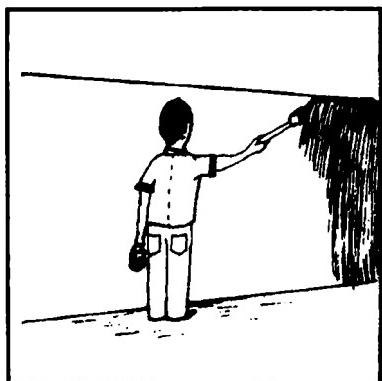
### Exercise 13-12: Using Your Imagination

Use your imagination and tell what you would do if these things were true.

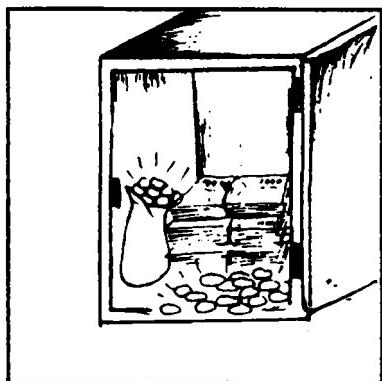
**Example:** If you lived in Nigeria, ...

*If I lived in Nigeria, I would speak English every day.*

1. If you had to paint a wall, ...



2. If you had 1,000,000 francs, ...



3. If you were president.



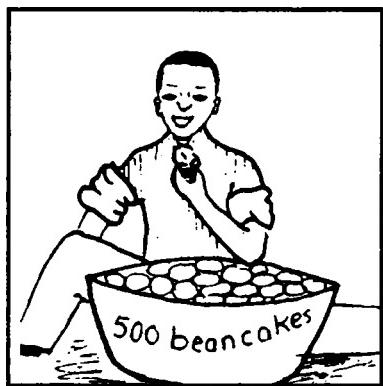
4. If you were a famous scientist, ...



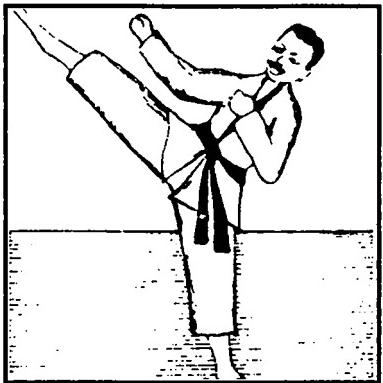
5. If you lived in America, ...



6. If you ate 500 beancakes, ...



7. If you had a black belt in karate, ...



### **Exercise 13-13: Asking and Answering Questions**

Working in pairs, Student 1 asks a question and Student 2 answers truthfully.

**Example:** live anywhere

Student 1: *If you could live anywhere, where would you live?*

Student 2: *If I could live anywhere, I would live in Paris.*

1. live anywhere ■ 2. drive any car ■ 3. have 1,000,000 francs ■ 4. be anyone ■ 5. buy anything ■ 6. play any sport ■ 7. have any job.

### **Exercise 13-14: Using the Conditional**

Read about Moussa. Then tell what would have happened if he had done things differently.

**Example:** He did not wear shoes. He broke his foot playing football.

*If he had worn shoes, he would not have broken his foot playing football.*

1. He did not study. He failed his exam. ■ 2. He did not eat well yesterday. He felt weak. ■ 3. He did not go to bed early. He did not get up on time for school. ■ 4. He did not sell any tomatoes in the market. He did not make any money. ■ 5. He did not buy any bread. He did not have anything to eat. ■ 6. He painted the fence. His aunt was happy. ■ 7. It rained yesterday. He got wet walking home from school.

## 4. Relative Clauses

### Exercise 13-15: Asking and Answering Questions Using That, Who, and Which

Student 1 asks a question. Student 2 answers it.

Student 1: Which { boy  
woman  
doctor  
camel  
truck  
teacher  
girl  
man  
friend } did you see?

Student 2: I saw the \_\_\_\_\_ { who  
which  
that } has seven wives.  
my brother likes.  
painted the fence.  
bit El Hadj.  
wrote the book.  
cured my aunt.  
chases goats.  
you spoke with.  
broke down yesterday.

**Example:** Student 1: *Which truck did you see?*

Student 2: *I saw the truck that broke down yesterday.*

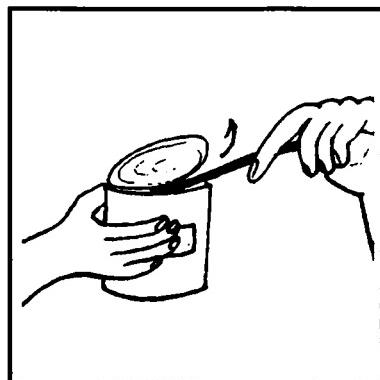
## 5. Passive Voice

### Exercise 13-16: Giving Directions

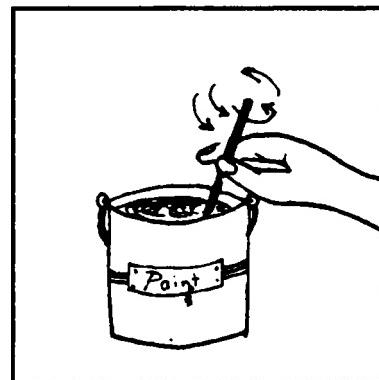
Read the directions below on how to paint a fence. Then, using passive voice with modals, explain to Tom what is needed in order to paint a fence.

**Example:** buy the paint  
*The paint should be bought.*

1. open the can



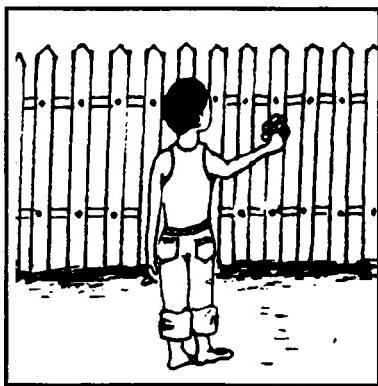
2. stir the paint



3. use a clean paint brush



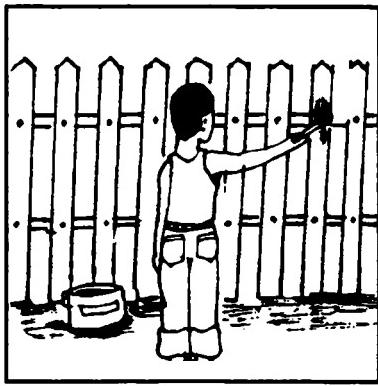
4. clean the fence with a dry cloth



5. put the brush in the paint



6. lift the brush out of the paint



7. move the brush up and down  
on the fence



#### **Exercise 13-17: Writing a Report in the Passive Voice**

Help the scientist to write her report. Rewrite this paragraph using the passive voice so that she can submit it to the other scientists. Omit the *by-* phrase if it does not contain any important information.

**Example:** Active voice: Insects destroy crops.

Passive voice: *Crops are destroyed by insects.*

Insects eat crops every year. In a recent year, insects destroyed all the millet crops in Mali. Scientists fight the problem every year. They use chemicals, but these chemicals are sometimes dangerous to people. Scientists should find other ways to fight insects. People in certain areas control the problem, but scientists need more money. With help, we can solve the problem.

### **Exercise 13-18: Translating French into English**

1. Partons! Nous avons attendu assez longtemps! ■ 2. Tom avait mangé le gâteau avant que Tante Polly s'aperçût qu'il n'en restait plus. ■ 3. Ben était en train de manger sa pomme quand il vit Tom. ■ 4. Le problème a été étudié par les scientifiques. ■ 5. Il a dit qu'il ne pouvait pas venir à la soirée. ■ 6. Le policier m'a demandé si je connaissais le voleur. ■ 7. Tom aime mieux nager qu'étudier. ■ 8. Ma sœur obtient de bonnes notes depuis qu'elle était à l'école primaire. ■ 9. Les récoltes ont été mangées par les insectes. ■ 10. Elle a dit qu'elle ne l'avait pas vu depuis trois jours.

## **■ Listening Comprehension**

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### **Exercise 13-19: Answering Questions**

Choose the best answer in each item. Do not write in this book!

1. In New York, Jared and his friends
  - a. looked around the music shops.
  - b. bought video cassettes.
  - c. were given expensive clothes.
  - d. bought buttons for their clothes.
2. Now Jared lives in
  - a. the zoo.
  - b. a record store.
  - c. California.
  - d. New York City.
3. Hot dogs are
  - a. dogs you feed in the zoo.
  - b. cooked meat in a long bread roll.
  - c. very angry dogs.
  - d. dogs you can buy in the park.
4. Jared found that New York City was
  - a. unpopular with his friends.
  - b. full of dogs.
  - c. a good place to go.
  - d. warm and sunny all the time.

## **■ Writing**

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### **An Opinion Paragraph**

#### **Exercise 13-20: Writing an Opinion Paragraph**

Follow the steps below.

**Step One:** Study the paragraph plan and paragraph below.

#### **The Paragraph Plan**

**Title:** The Morning

**General Idea:** The morning is the worst part of the day.

**Fact Number One** (one or two sentences): In the morning you must wake up. Waking up is never easy.

**Fact Number Two** (one or two sentences): You must walk to school.

**Fact Number Three** (one or two sentences): All of the most difficult classes are in the morning. Math, science and French are in the morning.

## The Paragraph

### The Morning

The morning is the worst part of the day. First, you must wake up in the morning. Waking up is never easy. Second, you must walk to school. Finally, all the most difficult classes are in the morning. Math, science, and French are in the morning.

**Step Two:** Choose one of the opinions given and write a paragraph plan similar to the one in Step One above.

#### Opinions:

- Going to Mecca is important.
- My favorite class is (X) class.
- It is important to study at a university.
- (X) is my favorite kind of animal.
- The most difficult subject is (X).
- (X) is the best sport.
- Wrestling is the best sport.
- (X) is a good Muslim. / Christian.
- (X) is the nicest city in my country.

**Step Three:** Give your paragraph plan to your teacher for checking.

**Step Four:** When you get your plan back, write your complete paragraph.



## Fun with Numbers

### **Favorite Numbers**

Here is a good trick with numbers. Ask a friend what number from 1 to 9 he or she likes best. Then write the long number 12345679 on a piece of paper or on the blackboard. If your friend says his favorite number is 4, then tell him to multiply the long number that you have written by 36. Your friend will be very surprised because the result is 44444444!

The number you have written goes from 1 to 9, but there is no 8. To obtain all the same digits<sup>1</sup> in the result, you silently multiply your friend's favorite number by 9. You tell him to multiple your long number by this multiple.

For example, to obtain all 3's, tell him to multiply by 27, which is  $9 \times 3$ . If his favorite number is 8, he must multiply by 72, which is  $9 \times 8$ .

Or, when doing this trick, do not ask what the person's favorite number is. Ask what number he / she writes with the most difficulty. Tell the person that you are going to give him / her a lot of practice writing that digit!

12,345,679

- |                  |
|------------------|
| x 9 = 111111111  |
| x 18 = 222222222 |
| x 27 = 333333333 |
| x 36 = 444444444 |
| x 45 = 555555555 |
| x 54 = 666666666 |
| x 63 = 777777777 |
| x 72 = 888888888 |
| x 81 = 999999999 |

### **Confusing and Amusing**

Ask your friend, "Write any number, but don't show it to me." Then tell her:

- a. Add 6 to the secret number.
- b. Double the new number.
- c. Subtract 4.
- d. Divide the difference by 2.
- e. Now subtract the secret number that she first chose.

Announce that the result of all these operations is 4. In fact, the result is always 4; you can start with any number.

For example, if the secret number is 11:

- |                                       |    |
|---------------------------------------|----|
| a. Add 6 (6+11).                      | 17 |
| b. Double the number (17 x 2).        | 34 |
| c. Subtract 4 (34-4).                 | 30 |
| d. Divide by 2. (30/2)                | 15 |
| e. Subtract the secret number (15-11) | 4  |

When you know this trick, you can make the result different from 4. In step a, tell your friend to add a different number. The result will always be 2 less than the number added. For example, if your friend adds 8 in step a, the final result will be 6.

Adapted from *Entertaining with Numbers* by George Barr, McGraw-Hill Book Company, 1971.

1. digit = un chiffre

## 1. Direct and Indirect Objects: Three Groups of Verbs

Last year, you learned three different structures for direct and indirect objects.

### ■ Examples of Verbs that Use **To**

- a. She explained the lesson **to** the class.

direct object = *the lesson*

indirect object = *the class*

- b. The director introduced the speaker **to** the class.

direct object = *the speaker*

indirect object = *the class*

#### Verbs in this Group

bring	lend	read	send	teach
explain	offer	say	speak	write
introduce	pay	sell	take	

### ■ Examples of Verbs that Use **For**

- c. The student opened the door **for** the teacher.

direct object = *door*

indirect object = *the teacher*

- d. The doctor prescribed some antibiotics **for** the sick child.

direct object = *antibiotics*

indirect object = *the sick child*

#### Verbs in this Group

build	buy	change	close	do
find	get	make	open	prescribe

### ■ Examples of Verbs that Do Not Use Preposition

- e. The teacher asked me a difficult question.

direct object = *a difficult question*

indirect object = *me*

- f. The shirt cost my brother 4,000 CFA.

direct object = *4,000 CFA*

indirect object = *my brother*

#### Verbs in this Group

ask	charge	cost	save	tell
-----	--------	------	------	------

#### Note:

- In sentences with *to* or *for*, the direct object precedes the indirect object.
- In sentences with no preposition, the indirect object precedes the direct object.

### **Exercise C-1: Reviewing Direct and Indirect Objects**

Make a sentence using the words given in each item. Do not change the order of the words. The indirect object is indicated by the arrow. Replace the arrow with *to* or *for* if necessary.

- Examples:**
- a. The teacher taught English → the first year class last year.  
*The teacher taught English to the first year class last year.*
  - b. The trader saved → me two thousand francs yesterday.  
*The trader saved me two thousand francs yesterday.*

1. The tailor is making a new dress → Rabi now. ■ 2. The director will introduce the new English teacher → the students tomorrow. ■ 3. Sitou told → Kanta a story yesterday. ■ 4. The policeman charged → us ten thousand francs yesterday. ■ 5. Ali gave a book → Fati yesterday. ■ 6. I did not lend any money → my cousin last night. ■ 7. Moussa got some water → his donkey at noon yesterday. ■ 8. The director is offering the new book → Fati. ■ 9. Ali asked → his mother a difficult question yesterday. ■ 10. El Hadji built a new house → his mother last year. ■ 11. The doctor prescribed antibiotics → Mariama yesterday. ■ 12. Sâa will read the letter → her father tomorrow.

## **2. Review of Past Participles**

### **Exercise C-2: Reviewing Past Participles of Regular and Irregular Verbs**

Identify the verb (or verbs) in each sentence. Give the infinitive of the verb and its past participle.

- Example:** They are building a new house near the school.  
Verb - *to build*; past participle - *built*

1. People usually serve kola nuts at naming ceremonies. ■ 2. The guests bring presents to the parents. ■ 3. The father chooses a name for the baby. ■ 4. Did you hear the drums last night? ■ 5. Old men do not usually wear western clothes. ■ 6. The head of the family pours the tea. ■ 7. My mother cooks rice and beans sometimes. ■ 8. She uses the improved cookstoves. (improved cookstoves = *foyers améliorés*) ■ 9. Put the chair over there. ■ 10. Did you tell her the news? ■ 11. I have a lot of brothers and sisters. ■ 12. Cover your school books with paper.

## **3. Review of Too, Either, and But**

### **Exercise C-3: Reviewing Too, Either, and But**

Write a true sentence with *too*, *either*, or *but* using the words given.

- Examples:**
- a. coffee / expensive / tea  
*Coffee is expensive, and tea is, too.*
  - b. birds / fly / dogs  
*Birds can fly, but dogs cannot.*
  - c. I / bicycle / my brother  
*I do not have a bicycle, and my brother does not either.*

1. birds / fly / planes ■ 2. pens / cheap / dictionaries ■ 3. hunting / dangerous / playing cards ■ 4. I / white hair / my sister ■ 5. we / speak Chinese / our parents ■ 6. I / speak English / my mother ■ 7. people / wear clothes / animals.

## 4. Review of Comparatives and Superlatives

### Exercise C-4: Practicing Comparatives and Superlatives

Student 1 asks a question, and student 2 answers it.

Question: Is Diego Maradona

- fast?
- strong?
- dangerous on offense?
- dangerous on defense?
- famous?
- exciting?
- agile?

Answer: He sure is! He's { more \_\_\_\_\_ er } than Aziz Bouderbala.

In fact, he's the { most \_\_\_\_\_ est } player I've ever seen.

Example: Student 1: *Is Diego Maradona dangerous on offense?*

Student 2: *He sure is! He's more dangerous on offense than Aziz Bouderbala. In fact, he's the most dangerous player I've ever seen!*

## 5. Review of Relative Clauses

### Exercise C-5: Adding Relative Clauses to Sentences

Choose a relative clause from Column B to add to each sentence in Column A. The resulting sentence will be true according to the stories and articles you have read in this book. Do not repeat any relative clause. The first two are done for you as examples. Do not write in this book!

Examples: 1. *Omoro whispered the name that he had chosen into the baby's ear.*  
2. *The aspirin that he had taken made him sicker because he took too many.*

Note: The relative clause may go anywhere in the sentence.

#### Column A

1. Omoro whispered the name into the baby's ear.
2. The aspirin made him sicker because he had taken too many.
3. The man knew the history of Omoro and Binta's forefathers by heart.
4. The antibiotic pills will not help a cold.
5. The girl was found dead in the village stream.
6. The wrestler wins the match.
7. The trees will bring money to the village in five or six years.
8. The elephant remained in the hut.
9. The man said that he had been held up by Natty Nat.
10. A child will not be very healthy.

#### Column B

- a. who lifts his opponent up off the ground
- b. which is covered by a skin
- c. whose father was forcing her to marry the old man
- d. that he had chosen
- e. who stole the money
- f. that the nutritionist gave them
- g. that can be bought in many markets
- h. whose half-sister had been poisoned
- i. who does not get a variety of foods
- j. that carry the signals

11. The waves travel at the speed of light.  
 12. A Dagomba boy's first drum is usually a tin can.  
 13. The young woman had been sobbing for days.  
 14. At first, many women resisted the information.
- k. that he had taken  
 l. that the people planted  
 m. that belonged to the man  
 n. who played the *tom-tom*

## 6. Review of Conditional Sentences

### **Exercise C-6: Completing Conditional Sentences**

Complete each sentence meaningfully.

- Examples:**
- a. If he closes the windows, ...  
*If he closes the windows, the rain will not come in.*
  - b. If he closed the windows, ...  
*If he closed the windows, the rain would not come in.*
  - c. The rain would not have come in, ...  
*The rain would not have come in if he had closed the windows.*

1. If you do not learn your lessons, ... ■ 2. I would have helped you if... ■ 3. If he had enough money, ... ■ 4. The thieves would have stolen everything if... ■ 5. If she comes late again, ... ■ 6. He would pass all his exams if ... ■ 7. If the farmers had planted trees, ... ■ 8. If he saw his doctor, ... ■ 9. Our team would have won the championship if ... ■ 10. The whole family will go on a trip if... ■ 11. If the driver had not stopped quickly, ... ■ 12. If I were the teacher, ...

### **Exercise C-7: Writing Conditional Sentences**

Write a unreal conditional sentence related to the facts given.

- Examples:**
- a. Fact: I studied.  
 Fact: I got a good grade on the test.  
*If I had not studied, I would not have gotten a good grade.*
  - b. Fact: There was a lot of rain last year.  
 Fact: People had enough food.  
*If there had been a drought last year, people might have been hungry.*

1. Fact: They came late. Fact: They missed the flight to Douala. ■ 2. Fact: He drove carelessly. Fact: He had a bad accident. ■ 3. Fact: He went to Mecca three years ago. Fact: He visited the Kaaba ■ 4. Fact: Amina and Makaou met in 1982. Fact: They got married in 1985. ■ 5. Fact: Mr. Brown was helped by Encyclopedia. Fact: Mr. Brown arrested the criminal. ■ 6. Fact: Three of our players were not able to play. Fact: Our team lost the championship. ■ 7. Fact: Ali got his driver's license last week. Fact: He drove to Kantché yesterday.

## ■ Fun and Games

### 1. Riddles

A man dug a hole which was two meters deep, one and a half meters wide, and three quarters of a meter long. How much dirt was in the hole?

I have something but I don't have something else that I'd like to have in order not to have what I have. What are they?

## 2. I Know an Old Lady

I know an old lady who swallowed a fly  
I don't know why she swallowed the fly  
Perhaps she'll die.

I know an old lady who swallowed a spider  
That wriggled and jiggled and tickled inside her  
She swallowed the spider to catch the fly  
I don't know why she swallowed the fly  
Perhaps she'll die.

I know an old lady who swallowed a bird  
How absurd to swallow a bird  
She swallowed the bird to catch the spider  
She swallowed the spider to catch the fly  
I don't know why she swallowed the fly  
Perhaps she'll die.

I know an old lady who swallowed a cat  
Fancy that to swallow a cat  
She swallowed the cat to catch the bird  
She swallowed the bird to catch the spider  
She swallowed the spider to catch the fly  
I don't know why she swallowed the fly  
Perhaps she'll die.

I know an old lady who swallowed a dog  
What a hog to swallow a dog  
She swallowed the dog to catch the cat  
She swallowed the cat to catch the bird  
She swallowed the bird to catch the spider  
She swallowed the spider to catch the fly  
I don't know why she swallowed the fly  
Perhaps she'll die.

I know an old lady who swallowed a cow  
I don't know how she swallowed a cow  
She swallowed the cow to catch the dog  
She swallowed the dog to catch the cat  
She swallowed the cat to catch the bird  
She swallowed the bird to catch the spider  
She swallowed the spider to catch the fly  
I don't know why she swallowed the fly  
Perhaps she'll die.

I know an old lady who swallowed a horse  
She's dead of course.

# APPENDIX

## Irregular Verbs

Simple Form	Past Form	Past Participle	Translation
be	was / were	been	être
beat	beat	beaten	battre, frapper
bite	bit	bitten	mordre
blow	blew	blown	souffler
break	broke	broken	casser
bring	brought	brought	amener, apporter
build	built	built	construire
buy	bought	bought	acheter
choose	chose	chosen	choisir
come	came	come	venir
cost	cost	cost	coûter
cut	cut	cut	couper
do	did	done	faire
draw	drew	drawn	dessiner
drink	drank	drunk	boire
drive	drove	driven	conduire
fall	fell	fallen	tomber
feel	felt	felt	sentir
fight	fought	fought	se battre
find	found	found	trouver
fly	flew	flown	voler
forbid	forbade	forbidden	interdire, défendre
forget	forgot	forgotten	oublier
forgive	forgave	forgiven	pardonner
get	got	gotten	obtenir
give	gave	given	donner
go	went	gone	aller, partir
grow	grew	grown	pousser, grandir
have	had	had	avoir
hear	heard	heard	entendre
hit	hit	hit	frapper, taper
hold	held	held	tenir
hurt	hurt	hurt	blesser
keep	kept	kept	garder
know	knew	known	savoir, connaître
lead	led	led	mener
leave	left	left	laisser, quitter
lie	lied	lied	mentir
lie	lay	lain	se coucher
lose	lost	lost	perdre
make	made	made	faire
meet	met	met	(se) rencontrer
pay	paid	paid	payer
put	put	put	mettre, poser
read	read	read	lire
ride	rode	ridden	monter, conduire
rise	rose	risen	se lever
run	ran	run	courir
say	said	said	dire
see	saw	seen	voir
sell	sold	sold	vendre
send	sent	sent	envoyer
sew	sewed	sewn	coudre
shake	shook	shaken	secouer
show	Showed	shown	montrer

<b>Simple Form</b>	<b>Past Form</b>	<b>Past Participle</b>	<b>Translation</b>
sing	sang	sung	<i>chanter</i>
sit	sat	sat	<i>s'asseoir</i>
speak	spoke	spoken	<i>parler</i>
spend	spent	spent	<i>dépenser</i>
stand	stood	stood	<i>se tenir debout</i>
steal	stole	stolen	<i>voler</i>
stick	stuck	stuck	<i>coller, s'attacher</i>
strike	struck	struck	<i>frapper</i>
sweep	swept	swept	<i>balayer</i>
swim	swam	swum	<i>nager</i>
swing	swung	swung	<i>se balancer</i>
take	took	taken	<i>prendre</i>
teach	taught	taught	<i>enseigner</i>
tear	tore	torn	<i>déchirer</i>
tell	told	told	<i>dire</i>
think	thought	thought	<i>penser</i>
throw	threw	thrown	<i>jeter</i>
understand	understood	understood	<i>comprendre</i>
wake (up)	woke (up)	waked (up)	<i>se réveiller</i>
wear	wore	worn	<i>porter</i>
weave	wove	woven	<i>tisser</i>
win	won	won	<i>gagner</i>
wind	wound	wound	<i>remonter</i>
write	wrote	written	<i>écrire</i>

# GLOSSARY

Word	French Translation	Chapter	Word	French Translation	Chapter
<b>A</b>			an argument	une dispute.....	3
an ability	une aptitude .....	13	argumentative	ergoteur.....	3
to be able to	être capable de .....	12	an army	une armée.....	8
an absence	une absence.....	5	to arouse	éveiller, susciter .....	8
absent	absent.....	7	an arrest	une arrestation.....	7
absurd	absurde.....	13C	to be arrested	être arrêté.....	9
an accent	un accent.....	10	an arrow	une flèche .....	9
to accept	accepter.....	1	an art	un art .....	10
acceptable	acceptable.....	2	an article	un article .....	11
an accident	un accident.....	1	as (since, because)	comme .....	6
according to	selon, d'après.....	1	as soon as	dès que, aussitôt que .....	6
to accuse	accuser.....	11	an aspirin	une aspirine .....	2
accustomed to	habitué à .....	3	to assist	aider .....	4
to act out	jouer, représenter.....	3	to assume	supposer, présumer .....	10
acting	le jeu.....	4	the Atlantic	l'Atlantique .....	9
active voice	la voix active .....	10	to attach	attacher .....	9
actually	effectivement,		an attack	une attaque .....	4
adapted	réellement.....	4	to attend	assister à .....	4
to address	adapté .....	1	attentive	attentif .....	9
an address	adresser.....	2	to attract	attirer .....	12
an administration	une adresse .....	2	an author	un écrivain .....	10
an adult	une administration.....	3	an authority	une autorité .....	5
an advantage	un(e) adulte .....	10	an avocado	un avocat .....	7
to advise	un avantage .....	3	to avoid	éviter .....	2
against	conseiller.....	2	awake	éveillé .....	3
an agent	contre.....	4	to awaken	éveiller, réveiller .....	12
	un agent, un(e) représentant(e). .....	6	awful	terrible .....	2
agile	agile, leste .....	11	<b>B</b>		
to agree	accepter.....	10	in the back	à l'arrière .....	7
agreeable	agréable .....	3	back and forth	en avant et en arrière .....	9
agreeably	agréablement.....	3	balance	l'équilibre .....	4
aid	aide .....	10	a ball	un ballon .....	2
an airline	une ligne aérienne .....	6	a balloon	une bulle .....	2
Algeria	Algérie .....	7	a baobab	un baobab .....	3
alike	semblable, pareil .....	3	a barber	un coiffeur .....	1
alive	vivant, en vie .....	3	a bargain	un marché, une occasion .....	7
all day long	toute la journée .....	1	to be based on	être fondé sur .....	3
to allow	permettre.....	2	a bath	un bain .....	6
alone	seul.....	7	a beard	une barbe .....	8
an alphabet	un alphabet .....	7	a beat	un battement, une mesure .....	10
although	bien que .....	5			
American	américain .....	7	to beat	battre .....	10
among	parmi, entre .....	8	to beat out	battre la mesure .....	10
to amplify	amplifier.....	9	to become	devenir .....	1
an ancestor	un ancêtre .....	1	a bed	un lit .....	3
ancient	ancien.....	1	a beginning	un début, commencement .....	5
angry	en colère .....	2			
to announce	annoncer.....	7	a belief	une croyance .....	1
an antibiotic	un antibiotique .....	2	below	sous, au-dessous de .....	4
to anticipate	anticiper, prévoir.....	3	a belt	une ceinture .....	7
apartheid	l'apartheid.....	10	a bike	un vélo .....	5
to appear	apparaître .....	3	a birth	une naissance .....	1
to applaud	applaudir .....	1	to bite	mordre .....	4, 13
an apple	une pomme.....	5	bitter	amer .....	6
to apply (to)	appliquer sur.....	5	bitterly	amèrement .....	3
to appreciate	apprécier.....	6	a black belt	une ceinture noire .....	13
Arabic	l'arabe .....	1	to blame	rejeter la responsabilité de quelque chose .....	
an area	un endroit .....	5	something on somebody	sur quelqu'un .....	2
to argue	se disputer.....	2	to bless	bénir .....	4

blessing	la grâce .....	1	a child	un enfant .....	8
to blow	souffler.....	5	children	enfants .....	1
a body	un corps .....	8	children's rights	les droits des enfants .....	10
body-building (foods)	(les aliments) fortifiant.....	8	a chimney	une cheminée.....	3
a bone	un os .....	1	a Chinese	un Chinois .....	2
a bookshelf	un rayon de bibliothèque .....	7	a chorus	un chœur .....	10
a bookstore	une librairie .....	7	a Christian	un(e) Chrétien(ne) .....	1
both	les deux .....	1	a circle	un cercle .....	4
a bottle	une bouteille .....	2	to claim	prétendre .....	3
bottom	le fond .....	13	clear	clair, intelligible .....	9
boxing	la boxe .....	4	clever	intelligent .....	4
a brake	un frein .....	1	cleverly	habilement, intelligemment .....	4
a branch	une branche .....	5	a climate	un climat .....	7
brave	courageux, brave .....	7	a clinic	un dispensaire .....	2
to break down (a door)	enforcer (une porte) .....	11	to close (a letter)	terminer (une lettre) .....	2
to bring something up	mentionner .....	11	a coach	un entraîneur .....	2
to bring up	élever .....	1	a coat	un manteau .....	7
the British	les Britanniques .....	6	coca-cola	Coca-Cola .....	3
broadcasting	la radiodiffusion .....	9	cocoa	le cacao .....	7
bronchitis	la bronchite .....	2	a code	un code .....	9
a brush	une brosse .....	13	a cognate	un mot apparenté .....	4
a buck	un dollar .....	4A	a cold	un rhume .....	2
a buffalo	un bison, un buffle .....	6	a collection	une collection .....	9
to build up	s'accumuler .....	5	a combination	une combinaison .....	9
a bulldozer	un bulldozer .....	12	to combine	joindre, combiner .....	3
to burn	brûler .....	6	to come across	trouver par hasard, rencontrer par hasard .....	1
the bus service	le service d'autobus .....	9	to come back	revenir, rentrer, retourner .....	5
by the time	lorsque .....	5	comfortably	confortablement, à son aise .....	6
<b>C</b>			a comic strip	une bande dessinée .....	9
a cage	une cage .....	2	a comma	une virgule .....	2
a cake	un gâteau .....	1	a command	un ordre .....	13
a calabash	une calebasse .....	1	to command	ordonner, commander .....	6
to call	héler, appeler .....	13	a commission	une commission .....	6
to call off	annuler .....	1	common	commun .....	7
to call on	rendre visite à, aller voir .....	1	a comparison	une comparaison .....	3
to call up	téléphoner à .....	1	to complain	se plaindre .....	5
a candidate	un(e) candidat(e) .....	5	complete	complet .....	7
candy	bonbons .....	3	completely	complètement .....	5
cards	des cartes .....	4	completion	achèvement .....	10
carelessly	négligemment .....	13	compound	composé .....	7
a carrier wave	une onde électromagnétique continue, onde porteuse .....	9	comprehension	la compréhension .....	2
a case	un cas .....	6	to concern	regarder, être l'affaire de .....	5
a cassette	une cassette .....	13	a conclusion	une conclusion .....	9, 10
a cassette player	un magnétophone, une platine à cassettes .....	3	condolences	des condoléances .....	3
to catch	attraper .....	6	to congratulate	félicter .....	3
to cause	causer .....	12	to connect	joindre .....	10
to cause damage	causer des dégâts .....	12	communicant,	qui raccorde .....	6
a century	un siècle .....	10	to contain	contenir .....	2
certain	certain, sûr .....	8	to contaminate	contaminer .....	2
certain (some)	certain, quelque .....	7	contaminated	contaminé .....	2
certainly	certainement .....	9	a continent	un continent .....	10
challenging	défiant .....	4	continuation	la continuation .....	1
a championship	un championnat .....	12	contrastive	contrastif .....	2
to change one's mind	changer d'avis .....	11	to control	maîtriser .....	4
character	caractère, personnage .....	11	to control	gouverner .....	5
to charge	faire payer, demander .....	9	a conversation	une conversation .....	11
cheap	bon marché .....	6	to convince	convaincre .....	12
to check on	aller voir, passer voir .....	2	coordination	coordination .....	4
cheese	fromage .....	8	correctly	correctement .....	5
a chemical	un produit chimique .....	13	a costume	un costume, un déguisement .....	4
			a cottage	une petite maison .....	8
			a cough	une toux .....	2
			to cough	tousser .....	2

a courthouse	un palais de justice.....	9
a cover	une couverture .....	6
covered	couvert.....	10
a coward	un lâche.....	12
a craft	un art, un métier.....	10
a craftsman	un artisan .....	10
a criminal	un(e) criminel(le).....	7
to criticize	critiquer.....	10
a crocodile	un crocodile.....	6
to cross out	barrer.....	1
crowded	bondé .....	8
cruel	cruel.....	3
a crutch	une béquille .....	1
to cry for help	appeler au secours.....	12
to cry out	crier.....	1
a cube	un cube .....	10
a cucumber	un concombre.....	8
a cultural center	un centre culturel .....	9
to cure	guérir .....	13
a current	un courant.....	9
a custom	une coutume, une tradition.....	1
to cut down	couper, abattre .....	5
<b>D</b>		
dad	papa .....	7
damage	dégâts.....	12
a dance step	un pas .....	10
danger	le danger, le péril.....	5
dangerous	dangereux.....	2
dangerously	dangereusement.....	5
to dare	oser.....	6
a daughter	une fille.....	2
to daydream	rêvasser.....	9
dead	mort(e).....	3
deadly	mortellement.....	3
dear	cher.....	6
death	la mort.....	3
to deceive	tromper .....	4
a decision	une décision.....	6,11
to declare	déclarer .....	6
deductive	déductif .....	6
deep	profond .....	10
to defeat	vaincre, battre .....	4
to defend	défendre.....	8
defense	défense .....	11
delicate	délicat .....	6
delicious	délicieux.....	5
to demand	exiger.....	8
to deny	nier.....	13
to destroy	détruire.....	12
a detective	un détective, un agent de la sûreté .....	7
to detest	détester.....	3
to devastate	dévaster.....	12
a diaphragm	un diaphragme.....	9
to die	mourir .....	3
a diet	une alimentation .....	8
to differ	différer.....	3
a difference	une différence .....	3
different	différent.....	3
differently	différemment .....	3
to direct	guider, diriger .....	10
a direct object	un complément (d'objet) direct.....	9
directly	directement .....	5
dirt	la saleté.....	6
dirty	sale, malpropre.....	2

a disadvantage	un désavantage .....	3
to disappear	disparaître.....	5
to disappoint	décevoir.....	4
a disc jockey	un animateur, un disc-jockey.....	9
discussion	une discussion .....	1
disreputable	de mauvaise réputation..	12
a distance	une distance .....	6
to disturb	troubler, rompre.....	6
a disturbance	un trouble .....	6
disturbing	inquiétant .....	6
disturbingly	avec inquiétude .....	6
dominance	prédominance.....	3
don't ask me!	allez savoir!	
	est-ce que je sais!.....	5
to doze	s'assoupir .....	13
to dramatize	dramatiser.....	13
dread	la terreur, l'effroi.....	8
a dream	un rêve.....	3
drinking	la boisson, l'alcoolisme ....	6
to drive away	chasser .....	10
a driver's license	un permis de conduire.....	12
a drought	une sécheresse .....	5, 12
a drug	une drogue, un médicament.....	2
a drum	un tambour.....	1
to drum	battre le tambour.....	10
a drummer	un joueur de tambour.....	10
a drumstick	une baguette de tambour.....	10
drunkenness	l'ivresse.....	9
dry	sec .....	13
a dune	une dune .....	5
a duty	un devoir, une obligation	11
<b>E</b>		
an ear	une oreille .....	1
the Earth	la terre, le sol .....	8
eastern	de l'est .....	10
education	l'éducation.....	3
in effect	un effet.....	5
the Eiffel Tower	la Tour Eiffel.....	12
either	non plus.....	3
to elect	élire.....	10
an election	une élection .....	5
electric / electrical	électrique .....	9
electrically	électriquement .....	9
electricity	l'électricité.....	9
to electrify	électriser.....	9
an electromagnet	un électro-aimant.....	9
electronics	l'électronique .....	4
to emphasize	appuyer sur, mettre en valeur.....	11
empty	vide.....	5
to encourage	encourager .....	5
an encyclopedia	une encyclopédie .....	7
to endanger	mettre en danger, exposer .....	5
an ending	une fin .....	6
an enemy	un(e) ennemis(e).....	8
an engineer	un ingénieur.....	9
England	l'Angleterre.....	7
enough	assez .....	2
entertainment	distraction, divertissement .....	4
an equal	un égal, une égale.....	3
equal	égal .....	3
to equal	égaler.....	3
equally	également.....	3
equipment	équipement .....	10

equivalent	équivalent.....	6	to follow	suivre .....
to erase	raturer, effacer, rayer.....	10	to forbid	interdire .....
to escape	(s') échapper , s'évader (prison).....	7	forbidden	interdit, défendu .....
an Eskimo	un Esquimau.....	1	to force	forcer, obliger.....
especially	en particulier, surtout.....	6	a forefather	un ancêtre.....
Europe	l'Europe.....	4	foreign	étranger.....
even	même, aussi bien.....	3	forever	pour toujours.....
even so	quand même.....	10	to form	former.....
evening	le soir.....	2	a form	une forme, genre.....
excellent	excellent.....	3	formidable	redoutable.....
except	sauf.....	11	a fraction	une fraction, la plus petite partie .....
an exception	une exception.....	1	free	libre.....
exceptional	exceptionnel.....	3	freedom	la liberté .....
to exchange	échanger.....	9	Freestyle	le style libre .....
to excite	exciter .....	10	frenzy	la frénésie .....
excitedly	avec agitation .....	10	frequency	une fréquence, répétition .....
excitement	émoi, agitation, émotion .....	10	frequent	fréquent, nombreux .....
exciting	passionnant, excitant.....	3	frequently	fréquemment .....
to exclaim	s'exclamer.....	2	the front	le devant, la face .....
excuse me	excusez-moi, pardon.....	9	fun	l'amusement .....
to exercise	se donner de l'exercice, prendre de l'exercice .....	2	a function	une fonction .....
to exist	exister.....	12	a funeral	un enterrement .....
expansion	expansion.....	1	funny	drôle .....
to expect	s'attendre à.....	5		
expectation	une attente, espérance ..	12	<b>G</b>	
expected	attendu.....	-12	a game	un jeu .....
expense	une dépense, des frais ..	6	a gate	une porte .....
expensive	cher .....	6	to gather	s'assembler .....
expensively	à grands frais .....	6	in general	en général .....
an expert	un expert .....	2	gently	doucement .....
to explain	expliquer .....	6	geography	la géographie .....
explainable	explicable .....	9	a gerund	un gérondif .....
an explanation	une explication .....	9	to get away with something	parvenir à faire quelque chose de négatif sans être puni .....
to express	exprimer.....	2		revenir, regagner .....
<b>F</b>				descendre de .....
to face	faire face à, affronter .....	7		entrer, monter .....
a face	un visage .....	10		faire faire quelque chose par quelqu'un .....
a fact	un fait .....	1		donner naissance (à) .....
in fact	en fait .....	9		abandonner, renoncer à un verre .....
to fail	échouer .....	2		des lunettes .....
a fair	une foire .....	5		un glossaire, un lexique .....
fair	juste .....	6		colle .....
a false cognate	un faux ami .....	4		allez-y .....
famous	célèbre .....	2		descendre .....
fancy that!	tiens! .....	13C		se dérouler, durer .....
fantastic	fantastique, extra, super ..	4		un but .....
fasting	le jeûne .....	13		être bon .....
a father-in-law	un beau-père .....	11		en quelque chose .....
a fault	une faute .....	2		bonne volonté .....
a favor	un service, une faveur .....	2		ça alors! nom d'un chien!
favorite	favori, préféré .....	4		le gouvernement .....
a fence	une clôture,enceinte, barrière .....	13		saisir .....
				grands-parents .....
to fetch	aller chercher .....	8		accorder, concéder .....
few	peu (de) .....	11		empoigner, saisir .....
fewer	moins de .....	3		gris .....
to figure out	déchiffrer, comprendre ..	1		grand .....
to fill	emplir, remplir .....	1		beaucoup .....
firewood	bois de chauffage .....	5		magnifique! .....
the first-born	le premier-né, l'aîné .....	1		Gréco-Romain .....
flat (tire)	dégonflé (pneu) .....	5		un feu vert .....
a flight	un vol .....	6		un groupe .....
to flow	coulter .....	13		un tuteur .....
to fly	aller en avion .....	6		
a folk tale	un conte populaire .....	4		

a guava	une goyave.....	8	to improve	améliorer.....	8																																																																																																																																						
to guess	supposer .....	7	improved	amélioré.....	8																																																																																																																																						
a guest	un(e) invité(e).....	1	an improved																																																																																																																																								
to guide	guider.....	11	cookstove	un foyer amélioré .....	13c																																																																																																																																						
a guided letter	une lettre dirigée .....	2	an improvement	une amélioration .....	8																																																																																																																																						
a gun	un canon, un fusil, un pistolet, un revolver	7	in addition to	en plus de .....	12																																																																																																																																						
<b>H</b>																																																																																																																																											
a half-sister	une demi-soeur.....	3	to include	comprendre, inclure .....	6																																																																																																																																						
a handle	un manche, une poignée (porte).....	13	indefinite	indéfini.....	1																																																																																																																																						
hardest	(les cas les) plus difficiles..	7	to indent	renforcer .....	8																																																																																																																																						
to harvest	moissonner, récolter.....	5	an indentation	un renforcement.....	2																																																																																																																																						
to hate	hâir, détester.....	2	independent	indépendant .....	5																																																																																																																																						
hateful	haïssable.....	11	to indicate	indiquer .....	3																																																																																																																																						
I have	il me reste		indirect	indirect .....	9																																																																																																																																						
something left	quelque chose.....	3	an indirect object	un complément (d'objet) indirect.....	9																																																																																																																																						
to head for	se diriger vers.....	12	inexplicable	inexplicable .....	9																																																																																																																																						
healthier	plus sain, en meilleure santé .....	8	an infant	un enfant en bas âge, bébé .....	1																																																																																																																																						
by heart	par cœur .....	1	inferiority	infériorité .....	3																																																																																																																																						
heavy	lourd .....	3	an infinitive	un infinitif .....	2																																																																																																																																						
a hero	un héros.....	4	information	renseignement(s).....	3																																																																																																																																						
hi	salut!, hél!.....	13	an injection	une injection, une piqûre.....	11																																																																																																																																						
high-jumping	saut en hauteur.....	4	injustice	l'injustice .....	11																																																																																																																																						
a hobby	un passe-temps.....	4	an inner tube	une chambre à air .....	5																																																																																																																																						
a hog	un porc.....	13C	innocence	l'innocence .....	11																																																																																																																																						
a hold	une prise .....	4	inside	à l'intérieur .....	5																																																																																																																																						
to hold back	contenir.....	5	to insist	insister .....	3																																																																																																																																						
to hold up	attaquer à main armée..	7	instead of	au lieu de .....	3																																																																																																																																						
to hold your ground	tenir ferme .....	12	an instrument	un instrument .....	10																																																																																																																																						
a holdup	un hold-up .....	7	insubordination	l'insubordination .....	3																																																																																																																																						
a home	un foyer, un chez-soi .....	10	to interrupt	interrompre, couper .....	9																																																																																																																																						
honest	honnête .....	13	to interview	avoir une entrevue avec, interviewer .....	9																																																																																																																																						
honor	l'honneur.....	1	intoxicated	ivre .....	9																																																																																																																																						
honorable	honorable, d'honneur.....	6	intransitive	intransitif .....	5																																																																																																																																						
to hope	espérer.....	2	an introduction	une introduction .....	10																																																																																																																																						
hopeless	sans espoir .....	5	to invent	inventer .....	10																																																																																																																																						
horseback riding	équitation .....	4	invisible	invisible .....	12																																																																																																																																						
a host	un hôte.....	10	it's a shame	c'est dommage .....	2																																																																																																																																						
a hotel	un hôtel.....	7	an Italian	un Italien .....	8																																																																																																																																						
how often	combien de fois?.....	2	italicized	en italique .....	5																																																																																																																																						
however	cependant, pourtant .....	3	Italy	l'Italie .....	8																																																																																																																																						
to hunt	chasser .....	12	<b>J</b>																																																																																																																																								
a hunter	un chasseur .....	2	to hurt	faire du mal à .....	3	a jail	une prison .....	12	to hurt	faire mal.....	2	jail	la prison .....	4	a hut	une case, une hutte .....	1	jam	une confiture .....	7	a hyena	une hyène .....	6	Japanese	japonais .....	4	a hyphen	un trait d'union.....	7	jealous	jaloux .....	3	<b>I</b>			a joke	une plaisanterie .....	6	ice	glace .....	8	a journalist	un journaliste .....	7	an identity card	une carte d'identité .....	7	a judge	un juge .....	4	an idiomatic	une expression		a jungle	une jungle .....	6	expression	idiomatiqe.....	3	just	juste .....	1	to ignore	feindre d'ignorer, affecter,		just as	tel que .....	7	negliger.....	9	just like	tout comme .....	3	imagination	l'imagination .....	10	<b>K</b>						imaginative	imaginatif.....	10	imaginatively	avec imagination .....	10	to keep somebody	tenir compagnie		to imagine	imaginer, s'imaginer.....	10	company	à quelqu'un .....	8	immediately	immédiatement, tout de suite .....	1	a key	une clef, une clé.....	10,13	imperative	l'impératif.....	7	a kicker	quelqu'un qui marque		impolite	impoli.....	3		des goals .....	4	impressions	impressions, idées .....	11	a kid	un(e) gosse .....	10				to kill	tuer .....	2				a kilogram	un kilogramme .....	6				kindness	la bienveillance, la gentillesse .....	6
to hurt	faire du mal à .....	3	a jail	une prison .....	12																																																																																																																																						
to hurt	faire mal.....	2	jail	la prison .....	4																																																																																																																																						
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a hyphen	un trait d'union.....	7	jealous	jaloux .....	3																																																																																																																																						
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an idiomatic	une expression		a jungle	une jungle .....	6																																																																																																																																						
expression	idiomatiqe.....	3	just	juste .....	1																																																																																																																																						
to ignore	feindre d'ignorer, affecter,		just as	tel que .....	7																																																																																																																																						
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imagination	l'imagination .....	10	<b>K</b>																																																																																																																																								
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to imagine	imaginer, s'imaginer.....	10	company	à quelqu'un .....	8																																																																																																																																						
immediately	immédiatement, tout de suite .....	1	a key	une clef, une clé.....	10,13																																																																																																																																						
imperative	l'impératif.....	7	a kicker	quelqu'un qui marque																																																																																																																																							
impolite	impoli.....	3		des goals .....	4																																																																																																																																						
impressions	impressions, idées .....	11	a kid	un(e) gosse .....	10																																																																																																																																						
			to kill	tuer .....	2																																																																																																																																						
			a kilogram	un kilogramme .....	6																																																																																																																																						
			kindness	la bienveillance, la gentillesse .....	6																																																																																																																																						

a kingdom	un royaume .....	6	a man-eater	un(e) cannibale .....	4			
a kite	un cerf-volant .....	13	to manipulate	manipuler .....	4			
a kitten	un chaton .....	13	to mark	marquer, cocher .....	4			
knowledge	la connaissance .....	7	a marriage	un mariage .....	11			
Koran	le Coran .....	1	marvelous	formidable, merveilleux ...	8			
<b>L</b>								
a lady	une dame .....	5	a master	un maître .....	12			
a lake	un lac .....	12	a mastermind	un esprit supérieur .....	7			
land	la terre, un pays, un terrain .....	3	a mat	une natte .....	4			
to land	atterrir .....	1	to match	opposer .....	4			
lately	ces jours-ci .....	2	a match	un match .....	4			
a law	une loi .....	2	to match	opposer .....				
the law	la loi .....	12	somebody against	celui-ci à				
lazy	paresseux .....	5	somebody	celui-là .....	4			
a leader	un chef .....	10	material	tissu .....	11			
at least	au moins .....	11	may	pouvoir .....	12			
leather	le cuir .....	10	a meal	un repas .....	8			
to leave out	omettre, oublier, exclure .....	2	to mean to say	vouloir dire .....	13			
a lecture	une conférence .....	9	a meaning	une signification .....	3			
a lemon	un citron .....	3	meaningfully	significativement .....	2			
to lend	prêter .....	2	to meet someone	rencontrer quelqu'un				
less	moins .....	3	somewhere	quelque part .....	2			
to let somebody do something	faire quelque chose .....	13	a member	un membre .....	1			
to let something/someone fall	faire tomber quelque chose / quelqu'un .....	4	to memorize	retenir, apprendre				
let's see	voyons .....	2		par cœur .....	4			
a library	une bibliothèque .....	7	mental	mental, intellectuel .....	4			
to lie down	se coucher, s'allonger .....	6	a message	un message .....	8			
to lift up	soulever .....	4	metal	le métal .....	10			
a light	la lumière, éclairage		a meter	un mètre .....	4			
	à l'électricité .....	1	a microphone	un microphone .....	9			
light	une lumière .....	9	might	pouvoir .....	12			
little	peu (de) .....	11	a millimeter	un millimètre .....	4			
little by little	petit à petit .....	1	a million	un million .....	4A			
live	vivant .....	12	a mine	une mine .....	10			
a lizard	un lézard .....	8	a minister	un ministre .....	6			
a log	une bûche .....	3	a misadventure	une mésaventure,				
lonely	seul, solitaire .....	8		un contretemps .....	5			
to look after	prendre soin de .....	1	to miss	manquer .....	2			
to look forward to	attendre avec impatience .....	9	to miss someone	regretter l'absence				
to look into	examiner .....	7		de quelqu'un,				
to look like	ressembler à .....	3		manquer à quelqu'un	1			
to lose one's balance	perdre son équilibre .....	4	missing	absent, perdu .....	7			
lost	perdu .....	11	a mistake	une erreur .....	6			
a lottery	une loterie .....	5	a mix	un mélange .....	8			
loudly	fort, bruyamment .....	1	to mix	mélanger .....	8			
a loudspeaker	un haut-parleur .....	9	a modal	un auxiliaire, un modal .....	6			
in love	amoureux .....	11	a model	un modèle .....	2			
to love	aimer .....	2	modern	moderne .....	10			
loving	affectionné .....	11	to modify	modifier .....	7			
lovingly	affectionnément .....	11	a moment	un moment, un instant .....	6			
(to be) lucky	avoir de la chance .....	1	a monkey	un singe .....	10			
<b>M</b>								
a machine	une machine .....	6	the moon	la lune .....	3			
a magazine	un magazine, journal,		more of the same	encore la même chose .....	10			
	une revue .....	9	most	très, bien .....	7			
majestic	majestueux, auguste .....	12	mostly	pour la plupart,				
to make friends	se faire des amis .....	6		le plus souvent .....	7			
to make fun of	se moquer de .....	13	a movement	movement .....	5			
to make one's mind up	se décider à faire .....	11	multiplication tables	tables de multiplication .....	4A			
to make up	inventer .....	1	to multiply	multiplier .....	1			
malnourished	mal nourri .....	8	a mystery	un mystère .....	1			
Mandinka	Mandinka .....	1	<b>N</b>					
			to name	nommer, désigner .....	4			
			to name someone	appeler quelqu'un				
				en souvenir				
				de quelque chose .....	1			
			to be named	être nommé,				
				recevoir le nom de .....	1			
			a naming ceremony	un baptême .....				

national	<i>national</i>	12	to paint something (color)	<i>peindre quelque chose en (couleur)</i>	13
the national anthem	<i>l'hymne national</i>	1	a palm	<i>un palmier</i>	7
a national exam	<i>un examen national</i>	3	paradise	<i>le paradis</i>	2
natty	<i>pimpant, coquet, chic</i>	7	a parasite	<i>un parasite</i>	11
natural	<i>naturel</i>	10	a park	<i>un parc</i>	12
nearby	<i>près</i>	5	a park ranger	<i>un garde forestier</i>	12
nearly	<i>de près, à peu près, presque</i>	5	particular	<i>particulier, spécial</i>	13
necessary	<i>nécessaire</i>	6	partly	<i>en partie, partiellement</i>	7
a necessity	<i>une nécessité, un besoin, une obligation</i>	5	a partner	<i>un associé</i>	7
a net	<i>un filet</i>	12	to pass	<i>passer</i>	2
a newborn	<i>un nouveau-né</i>	1	a passenger	<i>un passager</i>	2
newlyweds	<i>nouveaux mariés</i>	10	passive voice	<i>voix passive</i>	10
the news	<i>les informations, les actualités</i>	1	a passport	<i>un passeport</i>	1
a newspaper	<i>un journal</i>	7	the past perfect	<i>le plus-que-parfait</i>	5
next door	<i>(la maison) d'à côté</i>	5	paste (millet)	<i>pâte (de mil)</i>	8
noble	<i>noble</i>	6	pastime	<i>divertissement, distraction</i>	6
non-violent	<i>pas violent</i>	5	a patch	<i>une mèche</i>	1
none of your business	<i>ça ne vous regarde pas</i>	5	a patch	<i>une rustine, une pastille</i>	5
normal	<i>normal</i>	5	a pattern	<i>un modèle</i>	9
northern	<i>du nord, septentrional</i>	10	to pay attention	<i>faire attention</i>	8
not yet	<i>pas encore</i>	5	peace	<i>la paix</i>	6
a notebook	<i>un cahier</i>	7	peaceful	<i>tranquille, calme, paisible</i>	5
to notice	<i>remarquer</i>	11	peas	<i>petits pois</i>	8
nourishment	<i>la nourriture, les aliments</i>	8	a (hot) pepper	<i>un piment (chaud)</i>	11
to number	<i>numéroter</i>	2	perfect	<i>parfait, sans défaut</i>	13
a nurse	<i>un(e) infirmier(ère)</i>	2	perfectly	<i>parfaitement</i>	13
nutrition	<i>la nutrition, l'alimentation</i>	8	perhaps	<i>peut-être</i>	8
a nutritionist	<i>nutritionniste, diététicien</i>	8	a periodical	<i>un périodique</i>	9
<b>O</b>			to permit	<i>permettre, autoriser</i>	2
an object	<i>un complément (d'objet)</i>	3	pessimism	<i>le pessimisme</i>	5
an objective	<i>un objectif</i>	12	pessimistic	<i>pessimiste</i>	5
to occur	<i>avoir lieu, se produire</i>	1	a photo album	<i>un album photo</i>	
an ocean	<i>un océan</i>	9	a photograph	<i>une photo(graphie)</i>	4
offense	<i>offensive</i>	11	physical	<i>physique</i>	4
to offer	<i>offrir</i>	10	to pick up (receive)	<i>apter</i>	9
an officer	<i>un agent (de police)</i>	7	to pick up	<i>soulever</i>	1
to omit	<i>omettre</i>	10	a picture	<i>une image, un dessin</i>	2
once upon a time	<i>il était une fois</i>	3	a piece	<i>un morceau</i>	1
(a) one way (ticket)	<i>(un billet) simple</i>	7	a pilgrim	<i>un pélerin</i>	7
an opinion	<i>un avis, une opinion</i>	4,13	a pill	<i>une pilule, un cachet</i>	2
an opponent	<i>un opposant, adversaire</i>	4	to plan to do	<i>projeter de</i>	
to oppose	<i>s'opposer à</i>	4	something	<i>faire quelque chose</i>	1
opposing	<i>opposé</i>	4	a plane	<i>un avion</i>	1
an opposition	<i>une opposition</i>	4	a plant	<i>une plante</i>	8
optimism	<i>optimisme</i>	5	a plantation	<i>une plantation</i>	7
optimistic	<i>optimiste</i>	5	pleasant	<i>agréable, charmant</i>	6
or else	<i>autrement, sinon</i>	2	pleasantly	<i>aimablement</i>	6
to order	<i>ordonner</i>	6	to please	<i>satisfaire, contenter</i>	6
an order	<i>un ordre</i>	13C	a pleasure	<i>un plaisir</i>	6
in order to	<i>pour</i>	13	plenty of	<i>bien assez de, en abondance</i>	6
to organize	<i>organiser</i>	10	a poem	<i>un poème</i>	88
an origin	<i>une origine</i>	4	a point	<i>un point</i>	4
original	<i>original</i>	10	to point at		
out of practice	<i>perdre la main, sans exercice</i>	4	to point out	<i>pointer vers, montrer du doigt</i>	3
			to poison	<i>empoisonner</i>	2
to overcome	<i>surmonter</i>	8	poisoning	<i>intoxication alimentaire</i>	9
to overhear	<i>surprendre</i>	1	the police	<i>la police</i>	2
owned	<i>possédé</i>	7	a policeman	<i>un agent de police</i>	2
<b>P</b>			polite	<i>poli</i>	2
a package	<i>un colis, un paquet</i>	11	polygamous	<i>polygame</i>	3
paint	<i>la peinture</i>	13	polygamy	<i>la polygamie</i>	3
a paint brush	<i>une brosse à peinture</i>	13	popular	<i>populaire</i>	4
			porridge	<i>de la bouillie</i>	8
			a Portuguese	<i>un Portugais</i>	8

a position	une situation, position .....	3	quickness	vitesse, rapidité .....	4
a possession	une possession .....	6	quotation marks	guillemets.....	2
a possibility	une possibilité.....	5			
to pour	verser.....	13C	<b>R</b>		
powerful	puissant, fort .....	9	a rabbit	un lapin .....	6
to practice	s'entraîner.....	2	a race	une course.....	4
to pray	prier .....	1	a radio program	une émission radiophonique.....	9
to precede	préceder.....	5	a radio station	une station de radio.....	9
preferable	préférable.....	2	a radio wave	une onde radio.....	9
preferred	préféré .....	2	to raise	lever.....	7
pregnant	enceinte, grosse .....	3	Ramadan	le Ramadan .....	3
a preposition	une préposition .....	4	to range	varier, parcourir.....	11
to prescribe	prescrire .....	9	a ranger	un garde forestier.....	12
a present	un cadeau.....	13C	rarely	rarement .....	7
the present perfect	le passé composé .....	1	a rat	un rat .....	13
(at the) present time	actuellement.....	4	rats!	mon œil!, zut alors! .....	5
presented	présenté.....	9	a reading	une lecture .....	9
to pretend	faire semblant de .....	13	ready	prêt.....	
pretty bad	assez mauvais .....	4	real	vrai, réel .....	7
pretty good	assez bon, bien .....	4	really	vraiment.....	7
to print	imprimer.....	7	a reason	une raison .....	3
a prisoner	un prisonnier .....	9	recent	récent.....	13
a prize	un prix.....	4	to recognize	reconnaitre .....	7
probably	probablement.....	9	to record	enregistrer .....	9
a problem	un problème.....	3	to reduce	réduire, diminuer.....	5
to produce	produire .....	6	to refer	faire référence .....	10
professional	professionnel .....	4	a reference	une référence .....	9
a program	un programme.....	9	a refrigerator	un réfrigérateur .....	3
progress	le progrès .....	10	to refuse	refuser .....	
to prohibit	prohibiter, interdire de .....	3	to regard	considérer, estimer .....	3
a project	un projet.....	11	a region	une région .....	10
a project	un projet.....	5	regularly	régulièrement .....	3
to promise	promettre.....	1	related to	en rapport avec .....	12
to pronounce	prononcer.....	6	a relative clause	une subordonnée relative .....	4
pronunciation	la prononciation .....	6			
prosperous	prospère.....	5	to relax	se détendre .....	11
protective (foods)	protecteur, préservateur .....	8	remotest	le plus éloigné, lointain....	12
to protest	protester.....	6	to remove	enlever .....	5
proud	fier.....	12	to repair	réparer .....	5
proudly	fièrement, orgueilleusement .....	5	to reply	répondre .....	1
to prove it	pour le prouver .....	10	to report	rapporter, rendre compte de .....	1
to provide	pourvoir, fournir.....	5			
to provide	fournir		a report	un rapport .....	6
somebody with	quelque chose		reported speech	discours indirect .....	2
something	à quelqu'un.....	5	a reporter	un reporter, une journaliste .....	10
to pump up	gonfler.....	5			
punctuation	la ponctuation .....	2	to represent	représenter .....	1
to punish	punir.....	1	reputable	honorable, réputé .....	12
on purpose	exprès, intentionnellement .....		a reputation	une réputation .....	12
a purpose	un but, un objet .....	11	reputedly	à ce qu'on dit .....	12
a purse	un sac à main .....	2	a request	une demande .....	2
to push	pousser.....	6	to require	exiger, requérir, demander .....	4
a push	une poussée.....				
to put down	poser, déposer .....	1	required	exigé, demandé .....	4
to put off	déférer, remettre, ajourner .....	1	a requirement	une exigence, un besoin .....	4
to put up	lever, hisser.....	1	to resist	résister .....	8
to put up	accrocher, afficher .....	8	a resource	une ressource .....	5
			responsible	responsable .....	1
<b>Q</b>			a restaurant	un restaurant .....	4
a quality	une qualité, un talent.....	1	a result	un résultat .....	1
a quantity	une quantité .....	10	to result (from)	résulter de, provenir de....	3
to quarrel	se quereller, se brouiller, se disputer .....	3	to retreat	se retirer, reculer, se replier .....	4
a quarrel	une dispute, une querelle .....	3	to return	rendre, restituer .....	6
quarrelsome	querelleur.....	3	something to		
quick	rapide.....	4	someone		
quickly	vite, rapidement .....	2			

to rewrite	réécrire.....	3	to shout	crier.....	2, 13
a rhinoceros	un rhinocéros.....	6	to shrug	hausser (les épaules).....	12
a rhythm	un rythme, une cadence .....	10	a side	un côté.....	5
riches	la richesse .....	8	to signal	faire des signaux.....	9
to ride	aller à bicyclette.....	5	a signal	un insigne.....	9
the right to do something	le droit de faire quelque chose.....	6	a signal (radio)	un indicatif.....	9
a ripple	une ride (d'eau).....	9	a silence	un silence.....	11
a river	une rivière, un fleuve .....	3	silent	silencieux.....	8
to rob	voler, dévaliser .....	7	silently	silencieusement .....	5
a robber	un voleur .....	7	similar	semblable.....	2
a role	un rôle .....	1	a similarity	une ressemblance, similitude.....	4
a roof	un toit .....	6	similarly	de la même façon .....	2
room	espace, place .....	6	simple	simple, naturel.....	10
a routine	une routine, le train-train de la vie quotidienne .....	12	a sin	un péché .....	13
a row	un rang, une rangée, une ligne .....	5	since	depuis que.....	1
a rule	une règle.....	4	to sip	siroter.....	10
to rule	gouverner.....	11	a situation	une situation .....	5
to rush	se précipiter, se ruer .....	2	a skill	une habileté, dextérité....	4
Russian	russe.....	4	skillful	habile, adroit .....	4
<b>S</b>			skillfully	adroitemment .....	4
safe	en sécurité .....	5	skin	la, une peau.....	6
safely	sans risque, sans danger, sans accident.....	5	to skin somebody		
safety	sécurité.....	5	alive	ratiboiser, écorcher vif .....	13
Sahelian	sahélien.....	9	a slaughter	un abattage.....	12
a salad	une salade .....	3	a slave	un esclave .....	10
the same	le même .....	3	slow	lent.....	2
to save	sauver.....	5	to slow down	ralentir .....	1
to save	garder, épargner.....	9	smart	intelligent .....	2
say	dis.....	13	to smell (like)	sentir .....	3
a scar	une cicatrice, une balafre .....	10	to smile	sourire .....	8
to scare	effrayer, faire peur à .....	12	to smoke	fumer .....	1
a scarf	un foulard, une écharpe .....	6	to sneak (out)	sortir furtivement, s'esquiver, s'éclipser .....	3
a schedule	un horaire.....	9	sneakers	chaussures de tennis, de gymnastique .....	7
a scholarship	une bourse d'étude .....	5	to sneeze	éternuer .....	2
a scientist	un(e) scientifique, un savant .....	13	to sob	sangloter.....	11
scissors	les ciseaux.....	4	social	social .....	10
a secretary	un(e) secrétaire .....	10	society	la société .....	4
seldom	rarement .....	3	soft	doux.....	11
to select	choisir, sélectionner .....	9	a soldier	un soldat, un militaire .....	12
self	auto.....	7	to solve	élucider, résoudre .....	7
to send out (waves)	émettre (des ondes).....	9	to be sorry	être désolé.....	3
separable	séparable.....	1	a sort	un genre .....	2
to serve	servir.....	10	to sound (like)	avoir le son de .....	3
to set a date	fixer une date .....	11	to sound (like)	un son qui ressemble .....	3
to set off	faire ressortir, partir .....	11	a space	un espace.....	7
to set on fire	mettre le feu à .....	6	to speak out	s'élever contre quelque chose .....	10
to settle	fixer, établir, s'installer.....	4	special	spécial .....	1
to sew	coudre .....	3	speed	la vitesse .....	4
to shake hands (with)	serrer la main (à).....	11	the speed of light	la vitesse de la lumière .....	9
shameful	honteux .....	11	to spend one's whole life	passer toute sa vie .....	10
a share	une part .....	8B	spicy	épicé, piquant .....	8
to shave (off)	raser, se raser .....	1	a spider	une araignée .....	13C
a shelf	une étagère, un rayon .....	6	to spread	se répandre, étaler .....	11
to shine	briller .....	8	to spread out	s'étendre .....	9
shiny	brillant.....	13	to squeeze	serrer, presser .....	10
to be shocked at	scandalisé, choqué .....	5	to state	énoncer, déclarer .....	6
a shop	magasin .....	7	a state	un état .....	6
a shopkeeper	un marchand, un commerçant, un boutiquier .....	7	a statement	une déclaration .....	6
a shoulder	une épaule .....	4	a station	une station .....	9
			a step	un degré, un pas .....	1
			a stick	un petit rameau .....	10
			to stir	remuer .....	13
			a stone	une pierre .....	13

a store	un magasin, une boutique	3	tenderness	une tendresse, sensibilité.	11
a strategy	une stratégie .....	4	tennis	le tennis .....	7
a stream	cours d'eau, ruisseau .....	3	(to be) terrible at	être mauvais à / en .....	4
strength	la force, les forces .....	1	terribly	très mal .....	2
stress	accent .....	3	to thank	remercier .....	2
to strike	réussir un coup .....	7	that way	de cette manière,	
striped	rayé, zébré .....	1		de cette façon,	
a structure	une structure .....	2		comme cela .....	3
studies	études .....	5	there's no way	il est impossible que .....	5
a studio	un studio .....	9	thick	épais, gros .....	5
stupid	bête .....	12	to think	penser .....	1
submission	soumission .....	13	to think of	songer à .....	3
to submit	soumettre .....	13	thirst	la soif .....	4
a subordinate clause	une proposition subordonnée .....	12	a thought	une pensée .....	8
to succeed	réussir .....	4	thoughtful	sérieux, réfléchi .....	11
success	succès (sg., pl.) .....	1	thoughtfully	pensivement,	
successful	couronné de succès, qui a réussi .....	4		avec réflexion .....	11
successfully	avec succès .....	4	thoughtless	irréfléchi, inconsidéré .....	11
to suggest	suggérer .....	12	a thousand	mille, un millier .....	5
a suggestion	une suggestion .....	8	to throw (out)	chasser, jeter dehors .....	6
a suitcase	une valise .....	6	to throw down	jeter à terre .....	4
Sumo	le Sumo .....	4	a ticket	un billet .....	1
the sun	le soleil .....	3	to tickle	chatouiller .....	13C
sunglasses	les lunettes de soleil .....	10	a tin can	une boîte d'étain,	
superiority	une supériorité .....	3		métallique .....	10
a superlative	un superlatif .....	4		un pneu .....	5
to supply	fournir .....	5		un titre .....	8
sure	certain .....	11		ensemble .....	3
to surprise	surprendre .....	4		un tam-tam .....	1
to suspect	soupçonner .....	8		aussi .....	3
to suspend	suspendre, interrompre .....	10		un tournoi .....	4
a suspicion	un soupçon .....	8		une tour .....	9
suspicious	soupçonneux .....	8		traditionnellement .....	1
suspiciously	soupçonneusement .....	8		un embouteillage .....	7
to swallow	avaler .....	13C		entraîner .....	12
sweat	la sueur, la transpiration ..	6		un transistor .....	9
to sweep	balayer .....	1		transitif .....	5
sweet	doux, sucré .....	1		traduire .....	1
to sweeten	sucrer .....	6		une transmission .....	9
sweetly	gentiment .....	6		un émetteur .....	9
sweetness	douceur (une) .....	6		transparent .....	8
<b>T</b>				transporter .....	10
a table	une table .....	9		voyager .....	3
a tablet	un comprimé .....	2		voyageur .....	8
a tailor	un tailleur .....	2		considérer, traiter .....	10
to take (time)	mettre du temps .....	6		une maison dans un arbre .....	10
to take a break	faire une pause .....	8		tribal .....	10
to take a pill	prendre une pilule .....	2		tribal ethnique .....	10
to take off	enlever .....	5		une tribu, une ethnie .....	1
to take off	décoller .....	4A		duper .....	13
to take place	avoir lieu .....	1		un voyage, une tournée .....	1
to take				tropical .....	7
someone's life	voler l'âme à quelqu'un ..	3		une trompe .....	6
to talk about	parler de, discuter de .....	9		une lampe .....	9
to talk over	discuter, débattre .....	1		un tuner .....	9
a tank	une cuve .....	2		Turc .....	4
tastier	de meilleur goût .....	8		un tour .....	8B
a team	une équipe .....	1		se retourner .....	7
a teapot	une théière .....	7		baisser, rejeter .....	1
a technique	une technique .....	4		arrêter, éteindre .....	1
a teenager	un adolescent .....	2		allumer, mettre en marche .....	1
a telephone	un téléphone .....	1		tourner le dos	
tender	tendre, sensible .....	11		à quelqu'un .....	4
to tenderize	attendrir .....	11		se tourner vers quelqu'un .....	6
tenderly	tendrement .....	11		une défense d'éléphant .....	12
			<b>U</b>		
			unaware	non-informé .....	9
			uncertain	incertain, peu sûr .....	8

uncertainly	d'une façon incertaine ...	8	to weep	pleurer .....	3
uncertainty	incertitude.....	8	weight	poids .....	3
unequal	inégal.....	3	well	bien .....	9
unexciting	peu passionnant, peu intéressant .....	10	well, well!	tiens!.....	13
unimaginable	inimaginable, inconcevable .....	10	well-known	bien connu.....	4
unimaginative	peu imaginatif.....	10	a Western	un western.....	1
unimproved	qui ne s'est pas amélioré	8	wet	mouillé .....	13
the United States	les États-Unis .....	7	what's the matter	de quoi s'agit-il, qu'y a t-il.	2
unless	à moins que, si ce n'est, sauf .....	10	whatever	quoi que, quel que soit....	11
unloving	peu affectueux.....	11	a wheel	une roue.....	5
unpleasant	déplaisant, désagréable.	6	whenever	chaque fois que, quand, à n'importe quel moment que.....	2
unreal	irréel .....	8	whether	si .....	2
unsafe	dangereux .....	5	to whisper	chuchoter .....	1
unskilled	maladroit, inexpert.....	4	(the) whole	le tout, entier.....	2
unsuccessful	infuctueux, malheureux..	4	whom	que, lequel.....	7
unsuspecting	qui ne se méfie pas.....	8	wide	large.....	5
untarnished (character)	non terni, impeccable .....	11	wild (animal)	sauvage .....	12
unusual	peu commun, rare, insolite .....	4	to win	gagner.....	2
upon	sur .....	1	the wind	le vent.....	5
upset	bouleversé, ému .....	3	wine	du vin.....	7
urgently	urgemment.....	8	to wonder	se demander .....	12
the USA	les Etats Unis d'Amérique	8	wonderful	formidable, merveilleux....	8
a use	un usage, emploi, une utilité .....	12	to work	travailler.....	8
to use	utiliser, employer.....	4	a world	monde.....	4
useful	utile .....	1	to worry	s'inquiéter.....	3
usefully	utillement .....	12	worth the expense	ça vaut le prix .....	6
useless	inutile.....	12	to wound	blesser.....	4
usual	usuel, ordinaire, habituel.	7	a wrestler	un lutteur .....	4
			wrestling	lutte .....	4
			to wriggle	se tortiller .....	13C
<b>V</b>					
(to get) vaccinated	se faire vacciner.....	11			
a valley	une vallée .....	5	<b>Y</b>	yet .....	1
a variety	une variété.....	5	you can't be done yet	il est impossible que tu aies déjà fini .....	13
various	divers, différent, varié .....	5	you're welcome	de rien, je vous en prie .....	9
to vary	varier.....	9	a youth center	maison des jeunes, maison de la jeunesse..	4
vibrating	vibrant .....	9	yuck!	berk! .....	3
a video	une vidéo.....	1			
a villain	un scélérat .....	4	<b>Z</b>		
violence	la violence .....	5	a zombie	un zombi.....	4
violent	violent .....	5			
violently	violemment.....	5			
a vitamin	une vitamine .....	8			
a voice	une voix.....	3			
the volume	le volume.....	5			
a volume control knob	un bouton de volume.....	9			
<b>W</b>					
a waist	une taille.....	4			
to wait for	attendre .....	2			
a waitress	une serveuse.....	10			
to walk around	se promener.....	7			
a wall	un mur.....	8			
in want of	à court de .....	8			
to warn	avertir, mettre en garde..	12			
a warning	un avertissement .....	5			
to waste	perdre .....	11			
a waste product	un déchet .....	7			
a wave	une onde .....	9			
a wavelength	une longueur d'onde.....	9			
a way	un chemin.....	4			
a way	une manière, une façon..	6			

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A standard linear barcode is positioned vertically on the right side of the page. It consists of vertical black bars of varying widths on a white background.

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